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ABSTRACT

Participants of the twentieth Lake Okoboji Educational Media Leadership Conference examined various issues in the field of instructional technology, and suggested new directions. This report presents descriptions of general meetings and group studies. Ten subtopics were discussed: (1) humanizing education via instructional technology, (2) political actions at all levels of decision making, (3) the development of the media professional's competencies, (4) an examination of instructional development and some suggested solutions, (5) accreditation and certification of the media profession, (6) research in instructional technology, (7) training instructional technologists as change agents, (8) the state affiliate media merger, (9) alternative educational systems and the role of instructional technology, and (10) morality and the profession. Concerns expressed by various delegates are appended. (SC)

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# SUMMARY REPORT
# of the
# TWENTIETH LAKE OKOBOJI
# EDUCATIONAL MEDIA LEADERSHIP CONFERENCE

Iowa Lakeside Laboratory
Lake Okobji, Milford, Iowa
August 11-16, 1974

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Washington, D.C.

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1974 THEME:

## INSTRUCTIONAL TECHNOLOGY - ISSUES AND CONCERNS

Sub-topics:

1. Free to Be
2. Political Action Committee
3. Ideas for the Development of Pre-service and In-service Programs
4. An Examination of the Problems Associated with the Implementation of Instructional Development (I.D.) and Some Suggested Solutions
5. Accreditation and Certification
6. Research in Instructional Technology: Product, Process, and Implementation
7. A Program for the Training of Instructional Technologists as Agents of Change
8. The State Affiliate Media Merger Muddle
9. Alternative Systems
10. Morality and the Profession

* * * * *

Editors: Lida M. Cochran, Charles Poncelow, and Lee W. Cochran
Copy Layout: Ann Clark
Photography: Charles Seemuth

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The University of Iowa
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# FOREWORD

Adjournment of the Lake Okoboji Educational Media Leadership Conference on August 16, 1974 completed the twentieth session of the conferences first held in 1955. It is difficult to measure the value gained from this series of conferences over the past twenty years. Each of the 1,261 delegates who have attended must judge the inspiration, knowledge, and values gained.

Perhaps we could best approach a look at this series of meetings by listing the themes over the years for the reader to judge their importance for their particular time in this ever-changing world of education. Did they, as they were planned, reflect a look at the future in the field?

## THEMES OF THE TWENTY YEARS OF THE OKOBOJI CONFERENCE

## 1955 - 1974

1955 - No specific theme.
Sub-topics were:

Scope of the Audio-Visual Field
What is the Role of Audio-Visual Materials in School Education?
What is the Role of the Audio-Visual Programs in Improving Instruction?
What is the Role of the Audio-Visual Specialist?

1956 - No specific theme.
Sub-topics were:

What are the Major Problems Facing American Education and How Can We Help Solve Them Through the Use of Audio-Visual Materials?
What are the Basic Functions of Audio-Visual Programs?
How Can We Involve the Users of our Services in the Development of Audio-Visual Programs?
What is the Role of the Audio-Visual Specialist?

1957 - No specific theme in advance. At the start of the conference, the delegates decided to develop an Audio-Visual Credo which included:

"WE BELIEVE that the role of education in a democratic society is to provide for the continuing development of the individual in our rapidly changing and expanding world.

It is apparent the goals of education include the following:

a. to assist the individual to be a healthy and happy person;
b. to develop action interest in the health and happiness of all other persons;
c. to develop confidence in the individual's ability to recognize and analyze the big and little problems which confront him in daily living;
d. to develop confidence in the ability to apply his past opportunity for his optimum development as a useful citizen.

WE BELIEVE because the way content is taught is important - that an atmosphere should be developed in which individuals can grow in security and acceptance so that they can cope with insecurities and non-acceptance; that rich living experiences should be provided so that individuals develop skills in problem solving today that will enable them to solve the unknown problems of an unpredictable but challenging future.

WE BELIEVE the function of a learning experience is to serve as a means of attaining the goals of education, and should provide a continuum of learning experiences in terms of the needs of the individual and society.

WE BELIEVE that the emphasis on audio-visual techniques as an integral part of all education must derive its set of values and take its direction from the goals of education in our democratic society.

WE BELIEVE that the selection of instructional materials for providing learning experiences is a responsibility of the teacher with such service and assistance from the audio-visual specialist as the teacher may require."

1958 - No specific theme in advance. The group decided to divide into small groups and work on only one topic, "Audio-Visual Competencies for Teachers." All the small discussion groups reports were edited by a committee to compose the summary report for that year.

1959 - Theme: "Research in the Audio-Visual-Television Area"
Sub-topics:

Ways to Improve Research and Experimentation
Dissemination of Research
Identification of Areas of Needed Research

1960 - Theme: "Implications of Research for Curriculum Change"
Sub-topics:

What are the Implications of the New Media for Curriculum Planning and Development?
What are the Implications of the New Media Concerning the Changing Role of the Classroom Teacher?
What are the Implications of New Media for the Organization and Administration of the Schools?
What are the Implications for Improvement of the New Media?
Implementing and Applying Media Research

1961 - Theme: "The Role of the Communications Specialist in the 1960's"
Sub-topics:

Professional Education for Educational Media Personnel
Committee on State Departments
School Districts, County Systems, Individual Schools

1962 - Theme: "Programed Learning as a Concern to Educators"
Sub-topics:

Summary of Responsibilities of the Educational Media Specialist in Programed Instruction: Knowledge and Skills Required for Role Performance
Programed Instruction: Its Impact on Educational Practices
Programed Instruction in College Curricula for Teacher Education
Suggested Criteria for Selection of Programed Materials

1963 - Theme: "Learning Theory as it Relates to New Media and the Learner"
Sub-topics:

Learning Objectives
Content Characteristics
Teacher Learning Characteristics
Media Characteristics - A Rationale
Environment (Physical)

1964 - Theme: "Learning Space and Educational Media in Instructional Programs"

Sub-topics:

- Learning Space for Instructional Resources
- Learning Space for Individual Small Groups and Large Group Learning
- Sources of and Need for Information and Research Pertaining to Learning Space
- Preliminary Curriculum and Space Considerations Based Upon Behavioral Analysis Approach
- Renovating and Adaption of Existing Facilities
- Role of the Educator in Promoting the Acceptance of New Concepts of Learning Space

1965 - A three-part theme: "Manpower Requirements in the Media Field," "The Okoboji Conference: Its Development of Leadership," and "Problems of Teacher Re-education and Media"

Sub-topics:

- Functioning of the Educational Media Program
- Manpower
- Pre-Service and In-Service and Continuing Professional Education
- Educational Media Leadership

1966 - Theme: "The Impact of Federal Legislation on Educational Media" and "Our Responsibility to Other Media Oriented Groups"

Sub-topics:

- Our Responsibilities and Inter-Relationships to and with Other Professional Groups to Promote Effective Learning
- Impact of Federal Legislation on Educational Media

1967 - Theme: "Systems, Automation, and the Future of Educational Media"

Sub-topics:

- Kinds of Systems
- Redefining Roles for a Systems Approach-the Need for a Transitional Stage
- Climate of Acceptance
- Training for Systems
- The Futures Committee
- Developing Instructional Systems

1968 - Theme: "Education-Industry Dialogue"

Sub-topics:

- Defining Roles for Education and Industry
- Providing Options in Education Through Media
- Technology and Dehumanization
- Adapting Instructional Materials and Equipment to an Era of Change
- Criteria
- Continuing Education-Industry Forum

1969 - Theme: "Curricula-Media Dialogue for Meeting Changing Community Needs"

Sub-topics:

- The Role of Media to Help Solve Urban Educational Problems
- Prescribing Media's Role in Making Suburban Education Relevant to the Total Human Condition
- Developing a Curricula-Media Dialogue to Meet the Instructional Needs of the Individual and Society
- Higher Education

1970 - Theme: "Redesign of Education: Media and the Learner"
Sub-topics:

Learners and Their Environments
The Role and Functions of the Instructional Technologist in the 70's
Re-design of Education - The Teacher/Director of Learning
Rationale, Trends and Prototype for Re-design of Education
Related Concerns of Re-design

1971 - Theme: "Accountability and the Media Professional"
Sub-topics:

The Media Professional: Accountable to Whom?
Accountability as a Factor in Humanizing the Learning Process
Accountability and the Media Professional: An Operational Philosophy
Accountability Implementation Processes
Accountability: Teacher Education-Preparation, Performance, and Certification Standards; Certification and Accountability
The Effects of Accountability on Curriculum Development and Instructional Design

1972 - Theme: "Leadership Development for the Media Profession"
Sub-topics:

AECT Goals and Program Development
Interrelationship of Organizational Structures
Functional Leadership
Leadership at Local, State and Regional Levels
Selected Competencies Which Should be Demonstrated by the Educational Leader
Recognizing, Nurturing and Rewarding Potential/Emerging Leadership as it Pertains to AECT

1973 - Theme: "The Future of Instructional Technology"
Sub-topics:

The Future of Society - 2002 A.D.
The Future Education and Curriculum Trends
Future Strategies for Improving Instructional Technology
The Future of Management and Funding of Media Programs
Instructional Technologist: A Concept for A.D. 2000
Changing Processes: An Exploration into Strategies Moving into the Future
The Future of Instructional Technology: A Mediated Package

1974 - Theme: "Instructional Technology - Issues and Concerns"
Sub-topics:

Free to Be
Political Action Committee
Ideas for the Development of Pre-service and In-service Programs
An Examination of the Problems Associated with the Implementation of Instructional Development (I.D.) and Some Suggested Solutions
Accreditation and Certification
Research in Instructional Technology: Product, Process, and Implementation
A Program for the Training of Instructional Technologists as Agents of Change
The State Affiliate Media Merger Muddle
Alternative Systems
Morality and the Profession

* * *

As Chairman of the Iowa Committee for Okoboji Conference for the past twenty years, I wish to thank the dedicated delegates who have traveled long distances, often at their own expense, to make these meetings possible. The roster of delegates reads like a "Who's Who in the Communication and Technology Field." The many hundreds of letters received over the years indicate the feeling that the Okoboji Experience has provided a needed "think tank" type meeting. I am positive the delegates attending this conference in future years will give even greater dedication. With a new generation taking over in this expanding field, its future is assured. My one hope is that the Okoboji Conference has made a contribution to education and to the Association for Educational Communications and Technology.

The new Chairman of the Iowa Committee, William Oglesby, will, no doubt, give Okoboji new inspiration and guidance in the years to come. Best wishes.

Lee W. Cochran, Chairman
Iowa Committee for Okoboji
Conference (1955-1974)

# PERSONS ATTENDING THE 20TH LAKE OKOBOJI EDUCATIONAL MEDIA LEADERSHIP CONFERENCE
## August 11-16, 1974
## Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa

| | | REPRESENTING | YEAR(S) ATTENDED |
|---|---|---|---|
| 1. | AINSLEY, Lucy Instructional Media Center<br>Birmingham Public Schools, 1525 Covington, Birmingham, MI 48010 | Voted back | 73, 74 |
| 2. | ANDERSON, Joyce Assistant Professor of Education<br>Portland State University, P.O. Box 751, Portland, OR 97207 | Voted back | 73, 74 |
| 3. | AULDS, Lou Head, Instructional Materials Center, Miami University,<br>King Library, Oxford, OH 45056 | Ohio | 74 |
| 4. | BAKER, John Consultant<br>Los Angeles County Schools, 9300 East Imperial Highway, Downey,<br>CA 90242 | California | 74 |
| 5. | BARR, R. Daniel Coordinator of AV Services<br>Department of Education, Transylvania University, Lexington, KY<br>40508 | Kentucky | 69, 74 |
| 6. | BENNION, Roy B.<br>W-164 STAD, Brigham Young University, Provo, UT 84602 | Graduate student | 74 |
| 7. | BILLINGS, Rolland Director of Instructional Media<br>Ann Arbor Public Schools, 2555 South State, Ann Arbor, MI 48103 | Planning Committee | 72, 73, 74 |
| 8. | BIRMINGHAM, Frank Program Leader<br>Instructional Media & Technology, Mankato State College,<br>Mankato, MN 56001 | Minnesota | 74 |
| 9. | BLONDIN, Jacqueline, Sr. Director, Southeast Asia Instructional<br>Development Institute, P.O. Box 1757, Manila, Philippines | Philippine Islands | 74 |
| 10. | BOYD, Warren, Jr. Advancement Center<br>Hartford Insurance Group, Hartford Plaza, Hartford, CT 06115 | Planning Committee | 73, 74 |
| 11. | BRATTON, Barry D. Instructional Media Center<br>Michigan State University, East Lansing, MI 48823 | Special delegate | 71, 74 |
| 12. | BRONG, Gerald Assistant Director, Audiovisual Center<br>Washington State University, Pullman, WA 99163 | AECT | 72, 74 |
| 13. | BRUNING, Wayne School of Education<br>University of South Dakota, Vermillion, SD 57069 | South Dakota | 74 |
| 14. | BRUNS, Robert W. Distribution Supervisor, Educational Media Center<br>University of Colorado, Stadium Building, Boulder, CO 80302 | Graduate student | 74 |
| 15. | BUSSE, Norman L. Audio Visual Department<br>Educational Service Center, Minneapolis Public Schools,<br>807 N. E. Broadway, Minneapolis, MN 55413 | Graduate student | 74 |
| 16. | CAFFARELLA, Edward, Jr. Director, Instructional Systems Center<br>University of Maine, Orono, ME 04473 | Maine | 74 |
| 17. | CASHELL, Jane G. S-U-N Project<br>P. O. Box 82446, Lincoln, NB 68501 | Graduate student | 74 |
| 18. | COLTON, Frank V. Associate Director, Center for Professional<br>Development, University of Kentucky, 104 Taylor Education<br>Building, Lexington, KY 40506 | AECT | 74 |
| 19. | deKIEFFER, Robert Director, Bureau of Audio-Visual Instruction<br>University of Colorado, Stadium 365, Boulder, CO 80302 | Leadership Committee | 55, 56, 58, 64, 73, 74 |
| 20. | DUNN, Thomas College of Education<br>University of Toledo, Toledo, OH 43606 | Resource person | 74 |

| | | REPRESENTING | YEAR(S) ATTENDED |
|---|---|---|---|
| 21. | EVANS, Arthur Vice President, Oxford Films, Inc.<br>1136 N. Las Palmas Avenue, Los Angeles, CA 90028 | Voted back | 73, 74 |
| 22. | FLANAGAN, Francis B. Assistant Superintendent<br>Southbridge Public Schools, 41 Elm Street, Box 665,<br>Southbridge, MA 01550 | Massachusetts | 74 |
| 23. | GREEN, Clyde Office of ITV, State Department of Education<br>Room 205, Rutledge Building, Columbia, SC 29201 | South Carolina | 74 |
| 24. | GRIFFIN, Robert Instructional Specialist<br>College of Business Administration, The Pennsylvania State University, 409-G Business Admn. Bldg., University Park, PA 16802 | Graduate student | 74 |
| 25. | GRIFFIS, Joan Media Coordinator<br>Portland Public Schools, 631 N. E. Clackamas Street, Portland,<br>OR 97365 | Oregon | 74 |
| 26. | HANLEY, Melanie R.<br>2845 Purvis Drive, Baton Rouge, LA 70809 | Louisiana | 74 |
| 27. | HANLEY, William College of Education<br>Louisiana State University, Baton Rouge, LA 70803 | Graduate student | 74 |
| 28. | HARTSELL, Horace University of Texas Dental Branch<br>6516 John Freeman Avenue, Houston, TX 77025 | Resource person | 56, 57, 58, 59, 63, 64, 73, 74 |
| 29. | HILL, Harold Head, Radio-TV Area<br>Department of Communications, University of Colorado,<br>Boulder, CO 80302 | AECT | 63-72, 74 |
| 30. | HILL, Harry M., III Director of Instructional Services<br>Penn-Delco School District, 95 Concord Road, Aston, PA 19014 | Pennsylvania | 71, 74 |
| 31. | HITCHENS, Howard Executive Director<br>AECT, 1201 Sixteenth Street, NW, Washington, D.C. 20036 | AECT | 66-69, 72, 74 |
| 32. | HUBBARD, Richard Professor, Educational Communications<br>State University College, Oswego, NY 13126 | Planning Committee | 58-60, 70, 71, 73, 74 |
| 33. | IRVINE, Robert L. Assistant Director, Instructional Materials<br>Highline School District 401, 15675 Ambaum Blvd., SW,<br>Seattle, WA 98166 | Planning Committee | 71-74 |
| 34. | KUBALAK, Richard Supervisor of Teaching Materials Center for<br>Arlington County Public Schools, 1426 N. Quincy Street,<br>Arlington, VA 22207 | Virginia | 74 |
| 35. | LAMBERSKI, Richard J.<br>Instructional Services Building, Penn State University,<br>University Park, PA 16802 | Graduate student | 74 |
| 36. | LAMBERT, Virginia Director of Media Services<br>Lamphere Public Schools, 235 East 13 Mile Road,<br>Madison Heights, MI 48071 | Michigan | 74 |
| 37. | LAWSON, James R. Project Director<br>Metrics Education in San Diego County, 6401 Linda Vista Road,<br>San Diego, CA 92111 | Planning Committee | 72-74 |
| 38. | LEEAN, Connie College of Education, Teaching-Learning Specialties<br>University of Vermont, 541 Waterman Blvd., Burlington, VT 05401 | Planning Committee | 73, 74 |
| 39. | LEONARDELLI, Dic Director, In-Service Education<br>Western Michigan University, Kalamazoo, MI 49001 | Resource person | 74 |
| 40. | LINDEMEYER, Robert Assistant Director, Media Resource Center<br>Iowa State University, Ames, IA 50010 | Iowa | 71, 74 |
| 41. | McBEATH, Ron J. Director, Instructional Resources Center<br>San Jose State University, San Jose, CA 95192 | Resource person | 73, 74 |

| | | REPRESENTING | YEAR(S) ATTENDED |
|---|---|---|---|
| 42. | McFALLS, Arnold Le Coordinator of Media Services<br>Windsor Public Schools, Sage Park Junior High School, Windsor, CT 06095 | Connecticut | 74 |
| 43. | McJULIEN, Wesley J.<br>Route 7, Box 209B, Baton Rouge, LA 70807 | Planning Committee | 72-74 |
| 44. | McMARTIN, Ruth C. Director of Instructional Resources<br>Fargo Public Schools, 1104 Second Avenue South, Fargo, ND 58102 | North Dakota | 74 |
| 45. | MADISON, Harold In-Service Training<br>School District #2, 504 N. 29th, Billings, MT 59101 | Montana | 74 |
| 46. | MILLER, Bob W. Director, Community College Programs<br>North Texas State University, 316 Circle View Drive South<br>Hurst, TX 76053 | Texas | 74 |
| 47. | MOAKLEY, Francis X. Audiovisual Center<br>San Francisco State University, 1600 Holloway Avenue,<br>San Francisco, CA 94132 | Voted back | 73, 74 |
| 48. | MORIARITY, Elizabeth J.<br>25 Raynan Drive, Ottumwa, IA 52501 | Graduate student | 74 |
| 49. | MUSTON, Ray Associate Dean, College of Education<br>The University of Iowa, Iowa City, IA 52242 | Resource person | 74 |
| 50. | MYERS, Dennis Assistant Professor & Director of the Teacher Center<br>University of Toledo, Toledo, OH 43601 | Resource person | 67, 69, 71, 74 |
| 51. | PENNINGTON, William W. Head Librarian, Developmental Research School, Florida State University, Tallahassee, FL 32306 | Florida | 74 |
| 52. | RAGAN, Tillman College of Education<br>University of Oklahoma, Norman, OK 73069 | Oklahoma | 74 |
| 53. | REYNOLDS, Christopher Director, Educational Media<br>Spelman College, 350 Spelman Lane SW, Atlanta, GA 30314 | Georgia | 74 |
| 54. | ROGERS, Donald D. Division of Evaluation<br>St. Louis Public Schools, 1517 S. Theresa Avenue, St. Louis, MO 63104 | Special delegate | 72-74 |
| 55. | SAKS, Lewis Director, Audiovisual<br>East Detroit Public Schools, 17400 Third, Detroit, MI 48203 | AECT | 69, 70, 74 |
| 56. | SARETSKY, Gary Center for Evaluation, Development & Research<br>Phi Delta Kappa International, Eighth & Union Streets,<br>Bloomington, IN 47401 | Voted back | 73, 74 |
| 57. | SATTERTHWAITE, Lester Professor, College of Education<br>Arizona State University, Tempe, AZ 85281 | Arizona | 74 |
| 58. | SCADDEN, Willis Director of Instructional Media<br>Hartford Union High School, 805 S. Cedar Street, Hartford, WI 53027 | Wisconsin | 74 |
| 59. | SCHMIDT, William Coordinator, Media Production Services<br>Central Washington State College, Bouillon Library, Ellensburg,<br>WA 98926 | Washington | 74 |
| 60. | SILBER, Kenneth University Professor of Instructional Communications<br>Governors State University, Park Forest South, IL 60466 | Planning Committee | 73, 74 |
| 61. | SIMONSON, Michael R. Instructor of Secondary Education<br>Instructional Resources Center, 321 Curtiss Hall, Iowa State University, Ames, IA 50010 | Graduate student | 72, 74 |
| 62. | SMITH, Philip D. Registrar<br>Bob Jones University, Greenville, SC 29614 | AECT | 72, 74 |
| 63. | SNOWBERG, Richard Chairman, Department of Educational Foundations<br>University of Arkansas, 33rd and University Street, Little Rock,<br>AR 72204 | Arkansas | 74 |

| | | REPRESENTING | YEAR(S) ATTENDED |
|---|---|---|---|
| 64. | STORM, Susan Teaching Assistant, College of Education The University of Iowa, Iowa City, IA 52242 | Voted back | 73, 74 |
| 65. | THOMPSON, James E. Associate Professor of Graduate Studies in Education, Indiana State University, Terre Haute, IN 47809 | Indiana | 74 |
| 66. | TORKELSON, Gerald Professor of Education University of Washington, 408 Miller Hall, Seattle, WA 98105 | AECT | 61, 63, 74 |
| 67. | TRONE, Connie Media Specialist, Crawford Elementary School, 17th & Florence Streets, Aurora, CO 80011 | AECT | 74 |
| 68. | VOLLAN, Clayton J. Faculty of Education University of British Columbia, Vancouver 8, British Columbia, Canada | AECT | 74 |
| 69. | WATKINS, Andrea Media Specialist, Virginia Court Elementary School 395 S. Troy, Aurora, CO 80012 | Colorado | 74 |
| 70. | WILSON, Thomas Associate Professor, College of Education The University of South Florida, 10315 Lake Carroll, Tampa, FL 33618 | AECT | 74 |
| 71. | WINDELER, Leon A. West High School Box 213 SRA, Anchorage, AK 99502 | AECT | 74 |
| 72. | WINSOR, Don Director, Learning Resources Southern Illinois University, Carbondale, IL 62901 | Illinois | 69, 74 |
| 73. | WOODEN, Ralph L. Director, Audiovisual Center N. C. A. & T. State University, 312 N. Dudley Street, Greensboro, NC 27411 | North Carolina | 74 |
| 1. | CLARK, Ann Secretary, Audiovisual Center The University of Iowa, Iowa City, IA 52242 | Iowa Committee | 62-74 |
| 2. | COCHRAN, Lee W. Director Emeritus, AV Center & Chairman, Iowa Committee, 35 Olive Court, Iowa City, IA 52240 | Iowa Committee | 55-74 |
| 3. | COCHRAN, Lida M. Asst. Prof. & Consultant in Instructional Technology College of Education, The University of Iowa, Iowa City, IA 52242 | Iowa Committee | 60-74 |
| 4. | COOPER, Jerry Campus Service, Audiovisual Center The University of Iowa, Iowa City, IA 52242 | Iowa Committee | 72-74 |
| 5. | FORBES, Loren Manager, Campus Service, Audiovisual Center The University of Iowa, Iowa City, IA 52242 | Iowa Committee | 69, 71-74 |
| 6. | HARDMAN, Robert Head, Educational Media Center University of Northern Iowa, Cedar Falls, IA 50613 | Iowa Committee | 74 |
| 7. | OGLESBY, William Director, Audiovisual Center The University of Iowa, Iowa City, IA 52242 | Iowa Committee | 68-74 |
| 8. | PONCELOW, Charles Educational Media, College of Education The University of Iowa, Iowa City, IA 52242 | Iowa Committee | 74 |
| 9. | SEAT, Gilbert Graphic Arts, Audiovisual Center The University of Iowa, Iowa City, IA 52242 | Iowa Committee | 74 |
| 10. | SEEMUTH, Charles Manager, Photo Service, Audiovisual Center The University of Iowa, Iowa City, IA 52242 | Iowa Committee | 71-74 |
| 11. | STEENLAGE, Janet Secretary, Media Library, Audiovisual Center The University of Iowa, Iowa City, IA 52242 | Iowa Committee | 72-74 |

## 1974 OKOBOJI CONFERENCE PLANNING COMMITTEE

The Planning Committee for the 1974 conference was appointed by AECT President Robert Jarecke, at the request of President-Elect Gerald Torkelson, who was not present at the 1973 meeting.

The first meeting was held prior to adjournment of the 1973 meeting at Okoboji. At this meeting the theme was selected from several suggestions recommended by the delegates to the 1973 conference. The theme selected was "Instructional Technology: Issues and Concerns." A time schedule was arranged and members of the committee were given specific assignments regarding studies that should be carried out to determine the type of conference desired by the 1973 delegates.

1st row
Lee Cochran
Rollie Billings
Ken Silber
Mike Boyd
Wes McJulien
Dick Hubbard

2nd row
Howard Hitchens
Lida Cochran
Bill Oglesby
Bob Irvine
Jerry Torkelson
Jim Lawson

1974 Okoboji Conference Planning Committee

The second meeting of the Planning Committee was held in Atlantic City, New Jersey, during the AECT Convention, March 19, 1974. Chairman Hubbard presided, and further discussion was held on the type of meeting desired. It was decided that in place of a keynoter, a panel of resource delegates would open the conference. It was also thought that a person well versed in "group dynamics" be obtained, if possible, to open the meeting. Previous to this meeting, the chairman had requested concerns from all delegates invited prior to the meeting. These concerns were studied, and a number of common topics for sub-group discussion were listed as possible subjects for study groups during the conference. The committee adjourned to meet next on August 10, 1974, the day prior to the opening of the 1974 conference.

On August 10, 1974, the Planning Committee met to make final decisions regarding the opening of the conference. Chairman, Richard Hubbard, had arranged for Dic Leonardelli, Western Michigan University, to open the conference in a "group process" exercise for the entire group of delegates. Resource delegates who had arrived on campus were invited to meet with the Planning Committee and provide suggestions to the committee. Lida M. Cochran reported on a comprehensive study she made during the summer of the first nineteen years of the Okoboji Conference. This study was made by contacting

with a questionnaire all delegates who had attended previous conferences who could be located. This study interpreted what values previous delegates had received from the conferences they attended and their recommendations for possible changes in the conference organization.

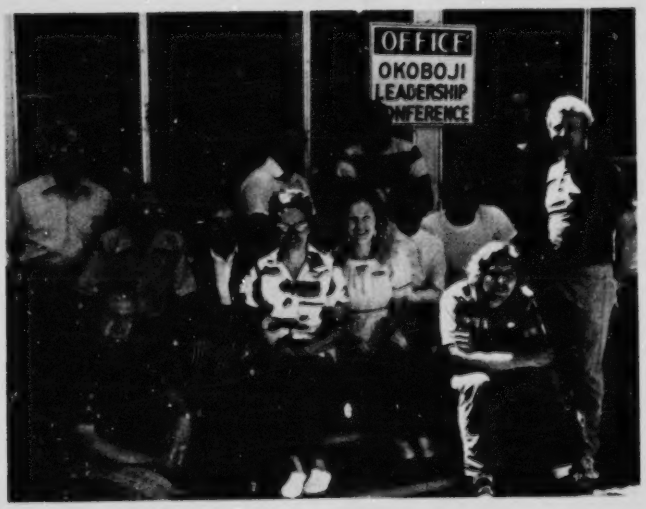
Conference committee assignments were discussed, then the chairman was requested to contact these people regarding their acceptance of suggested assignments on committees who would serve during the meeting.

The success of any conference of the Okoboji type depends on a strong Planning Committee. The Planning Committee for 1974 worked hard and earned the "Well Done" for their accomplishments.

## THE IOWA COMMITTEE - 1974

Each year the Iowa Committee for the Okoboji Conference handles all local arrangements, providing for a conference office, transportation to airports, housing, and meals. The Iowa Committee includes specialists in such fields as graphic arts, photography and electronics to provide the technical support needed.

The Chairman of the Iowa Committee would like to thank these hard-working dedicated people for a job "well done."




The 1974 Iowa Committee

1st row:
Bob Hardman, University of Northern Iowa
Chuck Poncelow

2nd row:
Gil Seat
Lee Cochran
Lida Cochran
Ann Clark
Janet Steenlage
Tanya Benson
Bob Benson
Bill Oglesby

3rd row:
Jerry Cooper
Loren Forbes
Chuck Seemuth

## FIRST GENERAL SESSION

Date and Time: Sunday, August 11, 1974 - 7:30 p.m.

Welcome: William B. Oglesby greeted the delegates.

Presentation: "Okoboji - A Historical View", a three screen sound review of Okoboji Conferences by Warren Boyd, Jr. and David Hall.

William Oglesby introduced Richard Hubbard, Chairman, Planning Committee, who served as chairman of the session, presenting him with the Okoboji gavel. Hubbard outlined the opening events that would take place to get the 20th Okoboji Conference under way.

Orientation: James Lawson outlined the kind of meeting the delegates could expect, emphasizing the freedom of delegates in making decisions regarding the meeting.

### ORIENTATION TO THE
### 20TH LAKE OKOBOJI EDUCATIONAL MEDIA LEADERSHIP CONFERENCE

by James R. Lawson

Welcome to the 20th Lake Okoboji Educational Media Leadership Conference!

It is appropriate to begin by assessing the needs for a conference such as this--a conference whose uniqueness lies in its intent, its purpose, and its process.

The professional world has established a multitude of systems for professional association and growth--conferences, seminars, workshops, training sessions, symposia, lectures, etc. Most, if not all of these, are aimed at developing cognitive skills which are designed to solve one's professional problems as they relate directly to current and daily professional roles. There are, however, needs that go beyond cognitive skills and daily roles.

There is a need for professional experiences that are affective in nature and relate to our individual and collective values, beliefs, and attitudes; those aspects of our professional lives that determine the disparities and mutualities between our principles and our practices; those aspects that determine one's individual professional relevance and the relevancy of the profession as a whole.

There is a need for professional experiences that are personal and humanizing; experiences that will foster high professional principles and practices; ones that will provide the opportunity for each individual participant to self-actualize while self-actualizing the profession itself; ones that will promote a unity of spirit, unity of purpose, and unity of action which are essential to the leadership and synergistic efforts of our profession.

There is a need for experiences that allow professional people to engage in dialogue, interaction, and transaction among and between themselves; actions

(Lawson's orientation continued)

Jim Lawson

that transcend existing schisms--higher education vs. public education, male vs. female, librarians vs. media people, experienced vs. inexperienced, specialists vs. generalists, commercial interests vs. social interests--schisms that inhibit the potential of the professional field for serving the greatest societal good and schisms that stifle each individual's opportunity to self-actualize; to develop and contribute according to his or her own unique professional potential.

There is the need to provide professional people with the opportunity to internally explore questions such as: "Who am I?", "What am I about?", "What are my concerns?", "What are my priorities?", "Who are my colleagues?", "What are they about?", "What are their concerns?", "What are their priorities?"; and, "What is this profession or field?", "What is it about?", "What are its concerns?", "Its priorities?" --and, an opportunity to examine where and how these questions interface and to discover the disparities and mutualities in their answers.

There is the need for established and potential leaders to periodically escape or retreat from their mundane, prosaic, and daily roles -- to meditate, contemplate, and reflect upon the relevancy of their individual professional lives, to examine their professional experiences, their personal principles, their professional practices, and to reflect upon the profession itself; its role in society, its principles, and its practices.

There is the need for professional leaders to gain perspective from time to time--to take a moment in the continuum of their professional lives, exclusive of their professional roles or professional associations, to identify, question, define, analyze, and describe their values, their beliefs, their attitudes, and their concerns. More importantly, leaders must organize, internalize, and integrate these into some kind of internally consistent system.

Such needs are human needs and are timeless, universal, and essential for human leadership. It is upon such needs that the Okoboji Conference has been founded.

Each year for nineteen years a significant and representative group of professionally responsible men and women have been invited to escape their daily professional roles and serve the profession and each other in an effort to identify, define, analyze and describe matters of professional mutual concern through a process of sympathetic dialogue and discourse.

The Okoboji Conference is planned to serve these needs by providing a setting and a set of professionally task oriented and social experiences in which individuals have the opportunity for affective association and growth.

The strategy is simple; the tasks, difficult but rewarding. Collectively, we as a large group, reduce our many individual concerns into generic but manageable ideas or topics which we believe are critical and catholic concerns of the larger group and hopefully representative of the profession. After we collectively agree on basic topics, each individual decides upon which topic he or she would like to pursue, in depth, with colleagues having a mutual interest. In this way, small groups are formed around topics and provide the opportunity for dialogue and discourse on matters of mutual concern.

The larger group goal is to provide leadership within the profession by initiating a communique to our colleagues and other interested parties regarding the outcomes of our collective thoughts and ideas and the definitions, descriptions and analyses of our concerns. The final communication has been traditionally in the form of a publication which includes the synthesis or summarization of each small group's concerns and which represent the collective concerns of the larger group.

The goal of the small groups is to support the large group goal by performing the following tasks:

1. Establish a dialogue around their chosen topic.

2. Define, analyze, and describe the dimensions of that topic.

3. Organize and synthesize the thoughts, ideas, and concerns of its participants into some logical, communicable form or format, and,

4. Produce a finished end communique aimed at an audience of colleagues not here present that will meet the consensus of the larger group.

While the small group tasks are outlined and tempered by the constraints of time and resources, the methods or means of evolving group dynamics, organizing and managing group tasks, or deciding upon the form or format of the end communique, is left to the initiative, imagination, and creative talents of the small group participants.

Periodically, small groups will re-group into this larger group for interaction and to regain perspective of the larger group's goal. In this regard, the small groups have a responsibility and obligation to the larger group and the larger group has a responsibility and obligation to the small groups. The small group may wish to report their ideas, their progress, or their problems; or perhaps, share information; or seek guidance or direction. Individuals in the larger group act as resources by providing guidance or help in understanding and defining concepts, or any other constructive ways to promote the progress of the small group toward its goal.

Each participant has an obligation and responsibility to serve the small group in the achievement of its goal by encouraging, soliciting, and evolving creative thought and action from fellow small group participants. The concept is to reach a group goal in a spirit of other directedness.

Through this professionally task-oriented process we serve the profession by annually documenting significant and representative matters of critical

(Lawson's orientation continued)

and catholic concern. Simultaneously, it provides the opportunity to each participant to organize, internalize, and integrate his or her own professional values, beliefs, and attitudes into some kind of internally consistent system.

The Okoboji Experience is a social experience as well as a task oriented one. The twenty-four hour-a-day live-in affords the opportunity to become socially attuned to our professional colleagues. There are some planned group, social activities in which you may wish to participate. Some of these are traditional while others emerge spontaneously from the participants during the course of the week.

The most frequent and perhaps most rewarding social activities are neither planned nor necessarily group activities. These are the informal, spontaneous and close conversations with new-found colleagues and friends.

In closing, you should be aware that the Okoboji Experience is an individual experience as well as a group experience. The individual experience is primarily a personal and internal experience, an affective experience that will be unique to each participant. It is an experience that is derived from the close interaction and transaction of human beings engaged in human social and professional performance. The 1974 Okoboji Planning Committee hopes that your individual experience is a personally rewarding one.

* * * *

First General Session continued

A get acquainted session was held, with one delegate introducing another to the group.

D. B. Leonardelli presented what he chose to call "Fun and Games."

FUN AND GAMES

by D. B. Leonardelli

Every conference is a gathering of people joined together for various reasons and purposes that the participants feel can be met by their attendance at such a conference.

The Okoboji Conference has another entity that is not as pronounced in other conference gatherings and that is the nebulous, undefined thing called "The Okoboji Spirit." This can be an asset if people accept it as something that is an important part of the conference but woe to the planners when someone asks them to define it or tell what it is. It is like describing electricity. You can tell what it does, but not what it is.

The purpose of this session was to provide a series of experiences that would build trust and acceptance in small groups of participants with the hope

(Leonardelli's address continued)

that this embryonic trust would permeate the total membership and build a group that could plan and work together more cooperatively and with a deeper sharing of their concerns.

The test of its achievement rests with the individual participants.

The process of building groupness was to share with each other the answers to three questions, in groups of three. The members of the group were to be total strangers.

Then the groups of three were asked to pick another group of three and form a group of six to go through this exercise.

The game ended by each member of the six-grouping writing on separate slips of paper one positive statement about each member of his group and then sharing this with the member concerned--both verbally and in writing. Thus each member left with five positive statements about himself.

The group was high with excitement and there was 100% participation.

* * * *

The First General Session adjourned at 10:20 p.m.

* * * *

SECOND GENERAL SESSION

Date and Time: Monday, August 12, 1974 - 8:00 a.m.

Chairman: Richard Hubbard

Chairman Hubbard called on D. B. Leonardelli to continue the group process started the evening before, and to try to bring out the concerns the groups wished to discuss during the conference. A number of sub-topics related to the

(Second General Session continued)

conference theme were suggested and discussed in open meeting. Later in the morning, the groups divided into small groups for fifteen minutes to concentrate on the exact sub-topic they would suggest for discussion. Returning to general session, the small groups recommended certain sub-group discussion topics and from these, the delegates recommended fifteen possible topics for discussion.

The delegates decided that a summary report would be prepared for printing, following the conference. It was suggested that each small discussion study group report in the manner they thought best.

Adjourned at 11:50 a.m.

* * * * *

THIRD GENERAL SESSION

Date and Time: Monday, August 12, 1974 - 1:00 p.m.

Chairman: Richard Hubbard

Chairman Hubbard called on William Oglesby to introduce the members of the Iowa Committee and each member's responsibility at the conference.

Hubbard then called for a vote as to whether there should be a permanent chairman or co-chairmen elected at this time. The vote indicated that the group wished Chairman Hubbard to continue until the conference organization was completed. Discussion continued of sub-topics and related definition of those proposed.

At 3:15 p.m., recessed for small group discussions once again to coordinate the possible sub-topics.

Reconvened at 3:45 p.m. at general session to decide on ten possible sub-topics for small group discussion. Delegates then indicated their desire as to which of the ten sub-topic groups they wished to join.

Chairman Hubbard gave the discussion groups until 7:30 p.m. that evening to redefine the sub-topics and report back in general session at that time.

Adjourned.

* * * * *

FOURTH GENERAL SESSION

Date and Time: Monday, August 12, 1974 - 7:30 p.m.

Chairman: Richard Hubbard

Chairman Hubbard announced that he had appointed Donald Rogers as Conference Evaluator. He called on Rogers to briefly explain how this evaluation

(Fourth General Session continued)

would take place. He distributed a form to be filled out immediately by all delegates and returned to him.

At 8:00 p.m., the conference recessed to listen to a radio report by the new President of the United States, Gerald R. Ford, his acceptance of office and related ceremonies.

Reconvened at 8:35 p.m. with open discussion on finalizing the sub-topics as requested in the afternoon session. Each of the ten groups briefly outlined their decisions regarding points that would be covered by the groups and reported in written form at the end of the conference.

Chairman Hubbard called on Donald Rogers to report on the evaluation questionnaire distributed at the afternoon session.

Kenneth Silber, previously appointed by Chairman Hubbard, reported on the Resource Bank available to all delegates that had been collected from various sources. He also suggested that the chairman introduce the "People Resources" (resource delegates) who had been invited to the conference.

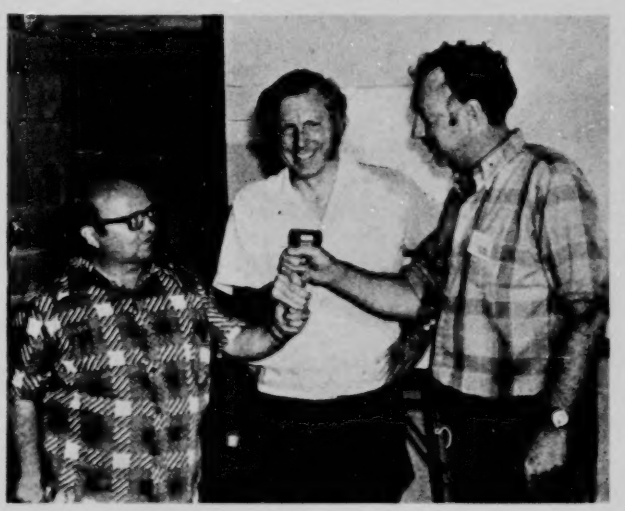
Chairman Hubbard then introduced the following resource delegates who would be available to any of the discussion groups on call to discuss specific problems:

Thomas Dunn
Horace Hartsell
D. B. Leonardelli
Ron J. McBeath
Ray Muston
Dennis Myers

Hubbard then opened discussion on election of permanent conference chairman. Motion made and seconded that co-chairmen be elected. Carried. Nominations were opened from the floor for co-chairmen. Seven delegates were nominated. A vote by ballot was held and the chairman appointed an election committee to count the ballots. The following persons were elected co-chairmen:

Rolland Billings, Ann Arbor Public Schools, Ann Arbor, Michigan
Ron J. McBeath, San Jose State University, San Jose, California

Chairman Hubbard then called the two newly elected co-chairmen forward and presented them with the "Okoboji Gavel" and instructed them they were to preside over the meeting for its duration.



Hubbard, Billings, and McBeath

(Fourth General Session continued)

Susan Storm

Chairman Hubbard called for nominations for a Chairman of Rest and Nit-Picking. A vote of the delegates elected Susan Storm from three persons nominated.

The newly elected co-chairmen, Rolland Billings and Ron McBeath, adjourned the meeting at 10:12 p.m.

* * * * *

FIFTH GENERAL SESSION

Date and Time: Tuesday, August 13, 1974 - 8:00 a.m.

Chairman: Ron J. McBeath

The session was opened by the newly appointed "Chairman of Singing," Ray Muston and his assistants.

Chairman McBeath announced the following committees:

| | |
|---|---|
| Resolution Committee: | Howard Hitchens, Chairman<br>Elizabeth J. Moriarity<br>Don Winsor<br>Ralph L. Wooden |
| Recreation & Social: | Warren Boyd, Chairman<br>He will appoint others to assist him. |
| Blattermouth Newsletter: | Lucy Ainsley<br>Joyce Anderson |
| Singing & Chorus: | Ray Muston |
| Conference Summarizer: | Gerald Torkelson |
| Press Release: | Lewis Saks and others to be appointed later. |

Chairman McBeath called on Harold Hill, President Elect of AECT, for an announcement of his appointment of the following two persons to the 1975 Planning Committee. He further stated that three would be elected by the delegates. He appointed Barry D. Bratton and Susan Storm.

(Fifth General Session continued)

Chairman McBeath announced that the small discussion groups would meet immediately following the adjournment of the general session. He further announced that Tuesday night would be "night off" and delegates could participate in a number of planned activities such as boat trip, theatre, trip to native prairie, etc.

Adjourned at 8:45 a.m.

* * * * *

SIXTH GENERAL SESSION

Date and Time: Wednesday, August 14, 1974 - 8:00 a.m.

Chairmen: McBeath and Billings (Note: the co-chairmen alternated relating to different discussion topics during the remainder of the conference)

Several groups asked for help on specific problems from any delegates.

Delegates were asked to bring some item to sell at an auction, the benefits to go into the Educational Communications and Technology Foundation Okoboji Fund. Willis Scadden offered his services as an auctioneer. The sale netted well over $200 to further the work of the Foundation.

The plan of the day was outlined.

Adjourned at 9:45 a.m. into small group discussions.

* * * * *

SEVENTH GENERAL SESSION:

Date and Time: Wednesday, August 14, 1974 - 1:00 p.m.

Chairmen: McBeath and Billings

Harold Hill, President Elect of AECT, announced the two AECT Affiliate Relations meetings would be held this fall, one in Washington, D.C. and the other in Denver, Colorado. He further indicated the members of the 1975 Planning Committee for the Okoboji Conference as follows:

| | |
|---|---|
| Robert de Kieffer | Chairman, AECT Leadership Committee |
| William B. Oglesby | Chairman, Iowa Committee |
| Barry Bratton | Chairman, Okoboji Planning Committee |
| Susan Storm | Okoboji Planning Committee |
| Lee Cochran | Chairman Emeritus, Iowa Committee (ex-officio) |
| Harold Hill | President-Elect, AECT |

Hill then opened nominations from the floor for the three delegates to be elected to the 1975 Okoboji Planning Committee. A ballot vote was held,

and the following were elected to the Planning Committee: Thomas Wilson, Lester Satterthwaite, and Lucy Ainsley.

The Chairman then called upon Gerald Torkelson, President AECT, to report on recent developments in AECT and activities planned for the current year, including the 1975 AECT Convention to be held in Dallas, April 13-18, with the theme: "Human Interactions - Quest for Quality."

Howard Hitchens, Executive Director of AECT, was then asked to report on activities in the Washington Office and other matters including legislation, funding, copyright, and changes in budget this year. He outlined where funds came from and how they were spent, as approved by the Board of Directors.

Meeting adjourned at 2:50 p.m. to meet in small groups.

* * * * *

EIGHTH GENERAL SESSION

Date and Time: Wednesday, August 14, 1974 - 7:40 p.m.

Chairmen: Billings and McBeath

Each of the ten small discussion groups were asked to report on progress being made. This meeting helped to eliminate duplication in any of the study groups discussions and to give the entire delegation input as to progress being made to date.

The Chairman announced that final duplicated small group reports were to be ready for distribution at dinner time on Thursday, August 15.

Adjourned at 10:55 p.m.

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NINTH GENERAL SESSION

Date and Time: Thursday, August 15, 1974 - 7:30 p.m.

Chairmen: Billings and McBeath

The Chairman announced the ground rules relating to reports to be given by each of the ten small discussion groups. It was stated that fifteen minutes would be allowed each group to present their report.

The final reports as presented start on page 25 of this Summary Report of the 20th Lake Okoboji Educational Media Leadership Conference. Time was allowed for questions from the delegates relating to each report as presented. All reports were accepted by consensus to be printed.

Adjourned at 11:30 p.m.

Tenth General Session

Date and Time: Friday, August 16, 1974 - 8:20 a.m.

Chairmen: Billings and McBeath

The Chairman asked for a report from the Resolutions Committee.

## RESOLUTIONS COMMITTEE REPORT

COMMITTEE MEMBERS:

Howard Hitchens, Chairman
Elizabeth Moriarity
Don Winsor
Ralph Wooden

1. RESOLVED, That Lee and Lida Cochran be commended and warmly thanked for their creative inspiration, untiring efforts, and devoted leadership through the twenty years of an unique educational experience.

2. RESOLVED, That sincere appreciation be extended to Bill Oglesby for excellent leadership and to the Iowa Committee and the office staff for their embodiment of those fine qualities consistently demonstrated by the educational leadership of the State of Iowa.

3. RESOLVED, That our thanks also be extended to the Conference Planning Committee; to Rolland Billings and Ron McBeath, Co-Chairmen; Susan Storm, Chairman of Rest; Ray Muston, Music Maker; Lucy Ainsley and Joyce Anderson, Blabbermouth Editors; Mike Boyd, Recreation; and Gerald Torkelson, Conference Summarizer, for their cheerful efforts toward the smooth and successful operation of the conference.

4. WHEREAS, this is the 20th Annual Lake Okoboji Educational Media Leadership Conference; and,

WHEREAS, the first five years of conferences, 1955-59 have been summarized in a five year report; and

WHEREAS, the second five years of conferences, 1960-64 have been summarized in a five year report; and

WHEREAS, there has not been a summary of annual reports since that time; THEREFORE,

BE IT RESOLVED, That the delegates of the 20th Annual Okoboji Conference recommend the publication of a twenty-year summary of Okoboji Conference Reports, 1955-1974.

5. RESOLVED, That AECT prepare, either through the appropriately constituted committee or through an affiliate, a set of guidelines spelling out both successful procedures and pitfalls for those affiliates examining or considering mergers with other state groups.

(Resolutions Committee Report continued)

6. RESOLVED, That AECT should initiate preliminary exploratory discussions of merger with other appropriate professional organizations including (but not limited to): a. AASL; b. AERA; c. ASCD; d. APA; and e. ASIS.

7. The following Resolution was presented by Group III and adopted by the delegates along with the other resolutions presented:

WHEREAS, there is a national trend toward media training programs based on competence,

WHEREAS, there is a need for ready availability of a comprehensive list of competencies for those persons responsible for developing media in-service and pre-service programs,

WHEREAS, there is a need for standardizing a quality level of competencies,

WHEREAS, there is a need to inform the clients of media competency,

BE IT RESOLVED, That the delegates to the 1974 Okoboji Conference recommend to the Board of Directors of AECT that a committee be established immediately and be charged with the responsibility of developing, maintaining and biannually revising a comprehensive data bank of competencies for the effective utilization of media in the educational environment and, that along with the data bank, appropriate guidelines be established for maintaining a standard of quality by practitioners and,

That appropriate steps be taken by AECT to disseminate promotional and detailed information regarding such media competencies to all developers and clients of pre-service and in-service programs.

* * * * *

(Tenth General Session continued)

Sister Jacqueline Blondin thanked the group for allowing her to attend, and indicated this meeting would be of great help to her in her work in the Philippine Islands in the future.

Co-Chairmen Billings and McBeath thanked D. B. Leonardelli for his outstanding contribution to the conference and for his "group process" exercise at the start of the meeting.

Warren Boyd, Chairman of Recreation, presented the "sports awards" to worthy winners.

Gerald M. Torkelson presented his summary of the conference as follows:
(See next page)

# 20TH OKOBOJI CONFERENCE SUMMARY

by Gerald M. Torkelson

For the past few days that I have been acting as your conference summarizer, I have wished that I had been the product of cloning so that the multiple-me could have experienced simultaneously the breadth, depth, and excitement of ever-expanding Okoboji traditions.

For one thing, this conference has been different from previous ones in that there has been no central theme around which all actions and thoughts have been centered. In one sense, we have had ten separate studies, with interactions and synthesis being more a product of coincidence than of deliberate design. One could judge, from the point of view of meeting participant needs, that such a pattern has generated an intrinsic motivation that stems from commitment to a personalized topic.

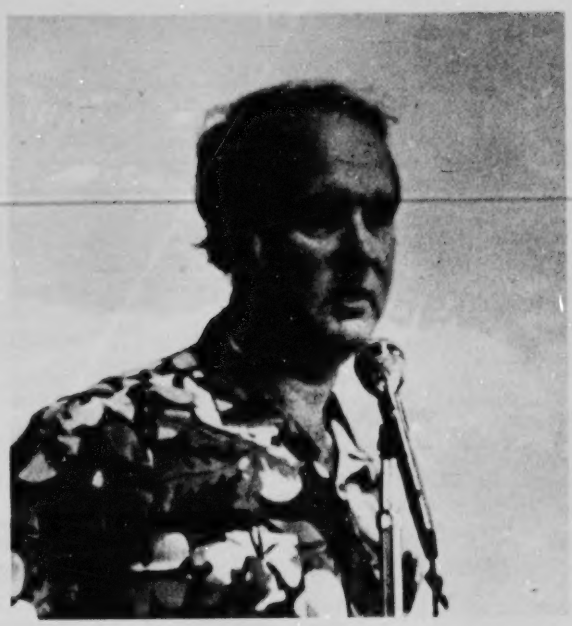
On the other hand, viewed from the intent of a conference as providing leadership and synthesis for a profession, one must depend upon readers of the final report to ferret out the underlying truths and trends. Or one must hope that the conference summarizer can accelerate the process of synthesis by fitting the pieces into some mosaic which gives both the flavor and substance.

This latter task has caused me some bit of anguish and trepidation. Anguish because of the glaring truth that omniscience is generally not a quality of conference summarizers; trepidation because the intricacies of reporting the complexities of human purpose and practice in a multi-dimensional society requires the voluminous writings and tempos of philosophers. The tempo of Okoboji has not afforded enough time to do both tasks required: to participate with all committees and to climb a mountain for purposes of contemplating my navel and the universe.

But as time has moved inexorably during the week, so must the inexorability of your appointments with modern steeds of transportation urge me to a gallop that will blur the details of the Okoboji experience as I rush along.

To minimize your potential boredom at repetitions of your Wednesday and Thursday reporting, I will do three things rather briefly. One, I will try my hand at describing my perceptions of that phenomenon called the Okoboji tradition, the Okoboji mystique; two, I will attempt a summary of how the ten efforts appear to me to fit together. And third, I will try to project this Okoboji experience and its product to the future of the profession and to AECT.

Beginning with Okoboji traditions, the principal dimension that was continued and reinforced here was the emphasis upon being sensitive to each other as persons, both as feeling and thinking beings. This process was beautifully accelerated on Sunday evening by the expertise of Dic Leonardelli in loosening our psychological joints and in opening our psyches to a climate of trust and mutual reinforcement. It is my judgment that this accounted in part for the openness and frankness of discussions in large and small groups, and, in turn, accelerated the consideration of substantive content at an early point in the conference.



Gerald Torkelson

Perhaps another way to describe the human phenomenon which is an apparent characteristic of Okoboji is the arm-around-the-shoulder relationship among participants. How far this relationship extended here to completely personalized modes can be judged by opportunities during this week for camaraderie on the campgrounds and in the "snake-bite" pit. It will also be judged by the new friendships and professional respect which will be carried back home.

But an additional human quality which I have sensed--after an absence of eleven years from Okoboji--is the intellectual stimulation that comes from the interaction between the old hands and the fresh minds. I have overheard this excitement expressed by a number of participants to the extent that one might almost characterize the concentrated interaction as amounting at time to intellectual orgasm. Undoubtedly this state of interaction has also been generated by absence of titles and credentials. In a sense, this relationship is part of that dream of some here who in their deliberations have projected such a condition as the stimulus which will change the nature of schooling.

Turning now to a synthesis of the ten reports, I find that they may be organized into two broad categories. Category one may be characterized as addressing the large question of Who Are We. The work of committees 1 and 10 fall neatly into this category.

Category two would appear to relate more to What Do We Do, although in the activities of the committees, many assumptions have been raised about processes of learning, purposes of education, characteristics of learners, and so on. Perhaps I have done an injustice to your particular committee by grouping it where it is, but I am sure in the spirit of Okoboji you will be tolerant of my interpretation. I tried for a while to construct some kind of a linear relationship among the committee topics, proceeding from philosophical reasons for our existence as a profession to the final implementation and fruition of our efforts. A brief attempt on your part to create a linear hierarchy will indicate the problem.

What I have observed en toto as the work of all committees gives me a great deal of satisfaction and inspiration. As people who represent a cross-section of our profession and AECT, you are a thoughtful, substantive, visionary group. You have questioned current modes of education. You have examined the hard questions of human values and directions. You have offered the bold

(Torkelson's summary continued)

view of change agents with moral responsibility. You have raised the fundamental questions of who are the controlled and who is to control - and for what purposes. You have raised questions that men have pondered since the first opportunities for options in human behavior. Let me sample and paraphrase some of your statements and questions.

Trust is a product of shared success.

Quality of group cohesion is improved by cooperation, trust, and openness.

Leadership may be strengthened by stronger self-concept and sensitivity to one's environment.

Leadership requires a moral responsibility in a humane and democratic society.

What monster do we produce when we train one who is skilled in changing others?

As a change agent we must be inside interacting, not outside preaching.

There is a crying need to humanize education.

To teach humanistically, teachers must be humanistic.

What are the components of alternative systems of education which may lead to greater self-realization and actualization?

How do we prepare professionals to have savoir-faire as change agents?

How do we accelerate communications expertise and instant maturity among new professionals?

How do we develop a theory base for action and for research?

How do we help people to determine the competencies they wish to achieve?

How do we become accountable and cost-effective in our instructional processes and in the use of message forms?

How do we minimize the threats to school practitioners that may arise from organizing their instructional environments and processes?

At what point may the freedom of every man to exercise his own self-will lead to anarchical conditions?

How do we muster the forces of our profession to influence decision-makers in our local, state, and national political systems?

What are the advantages and disadvantages of merging with organizations with like interests?

What are the processes for maintaining professional identities and yet providing an amalgamation of forces to achieve the large goals of our profession and society at large?

(Torkelson's summary continued)

How do we prepare our professionals to be creative, aesthetically sensitive and aware, tuned in to the needs of others?

How do we upgrade our professionals through accreditation and certification channels?

In addition to these questions and statements, part of the flavor and concerns of the 20th Okoboji Conference is apparent in some of the words we have used: pragmatics, theorizing, values, proactive, humanizing, synergistic, vertical-lateral transfer, competencies, politics, networks, information flow, instructional development, social-psychological skills, conditioning, transactional analysis, interface, bio-cybernetics. These are legitimate words and concepts, with important implications for our profession and AECT.

In a sense, the Okoboji experience might be characterized as an insemination of professional ideas and commitments--hopefully not artificial. What the gestation period will be and what the ultimate progeny will be of such fertilization remains to be seen.

Let me turn finally to the third part of my remarks--the implications of the 20th Okoboji Conference for our profession and AECT.

First of all, it is significant to me that the term audio-visual has been used very sparingly--if at all. In fact, I have not been conscious of its use.

Secondly, as is quite obvious, emphasis upon the learner, his problems and needs, and plans for the applications of our professional skills and conceptualizations dominated our discussions and reports, which has cued me to concoct a waggishly new meaning for AECT -- All Emphasis Centered on Thee.

Seriously, though, I believe that AECT, as the principal association for our profession, is reaching a critical juncture in its history. Let me enumerate a few observations which led me to this conclusion, some of which I have expressed earlier this week. It is encouraging to me that many of you too have identified some of these issues.

1. Apparently, we have done our job so well of informing and educating outside our profession about the values and uses of instructional development processes and various message forms that many of our functions are being assumed by others. At what point might our services no longer be needed?

2. In the arena of practical politics and the recent elimination of categorical aid in federal educational funding, how should AECT respond? When there is a choice to be made at state and federal levels between the funding of recognized academic disciplines and specialized educational areas (such as special education) who use media, and the funding of media programs not identified with given disciplines, how do we defend our cause?

(Torkelson's summary continued)

3. Given the mergers between library and media groups in this country, what is the uniqueness of our profession which is not now--nor predictably may not be--within the purview of other professional associations?

4. What might be the logic and political reality of complete merger with other associations with like interests?

5. What is our uniqueness among all educational professions which will perpetuate our influence and contributions to education?

6. Does the reality of our growing activities in instructional development with its need for sociological, psychological, anthropological, political, ethical, and aesthetic undergirding, require a shift in the preparation of our professionals to content more logically obtained from other already established Or does our eclectic nature require a new breed of professional training program which may revitalize and redirect the energies and thrust of our profession and of AECT?

I think we must give serious attention to these problems. The history of a number of movements in education has been a pattern of ascendency and demise, sometimes movements disappearing into the woodwork, never to reappear. Some others have become the thread of new alignments and emphases. What will be the history of our profession and AECT? Embedded in the 20th Okoboji Conference - and in the heritage from previous conferences - are the germs and directions for continued viability. The fact that you have faced fundamental issues - that you have been stimulated to refine your thoughts - that you have been "charged up" for action is a very hopeful sign.

There is virtue in what you have done because you are searching for the truth. Whether our profession continues as is or becomes substantially changed and assumes a new structural form or name - the continued success of our profession and its substantive contributions to society will be determined in large measure by how virtuous we will continue to be.

* * * * *

(by Bill Oglesby)

Co-Chairmen McBeath and Billings returned the Okoboji paraphenalia to Iowa Committee Chairman, Lee Cochran.

The Conference was closed by its founder and chief executive, Lee Cochran, as he reflected on his boyhood education, and its influence on the eventual establishment of the Okoboji Conference.

Lee paid tribute to Lida for her strength and help, and for her equally important role in the success of Okoboji.

Lee then turned over the chairmanship of the Iowa Committee to Bill Oglesby. Appreciation for Lee's 20 years of Okoboji leadership was warmly demonstrated by a lengthy standing ovation of the delegates.

Jerry Torkelson read a letter from Robert Jarecke which expressed so well the feelings of Okobojians throughout the world:

To my Friend and Colleague, Lee Cochran:

On occasions such as this, it is difficult to marshal one's scant powers of eloquence in a way that will do justice to both the person and the event. But I shall try.

First, my apologies for not being with you to say these things personally. I am indebted to Jerry Torkelson and Dick Hubbard for delivering this message.

I have no doubt that there will be proper and well-deserved praise heaped on you today, Lee. And you do deserve it. Please do try not to fidget too much, my friend. Permit those of us who love you this opportunity to say "Thank You" and "Well Done".

I should like to note here, for those who may hear and read this, some of the things for which Lee Cochran will be long honored and remembered; things learned and treasured by one who has benefited from your innumerable personal and professional contributions to our field.

You have taught us how to lead, by example and precept. From you we have learned why to lead and when to lead. You have taught us to fight for a reasonable cause; to believe what is right; to fight against what is wrong and what must be changed.

Your belief in leadership and the young people of our profession is obvious; the first twenty years of Okoboji bears eloquent testimony to that. But perhaps not many know of your unceasing efforts to establish the Leadership Development Program; of the hours, weeks and months of personal time and effort you have put into this project. Because of your efforts - and a few others - someone who cares about the future of our profession and the young people in it, the Leadership Development effort is mounted and moving forward. And because of your efforts, more of our future leaders will benefit. And the profession you have loved and served so well, will be better for it. For this, Lee, I express the appreciation of all who care. And many of us do care.

You have also left us a legacy for tenacity, Lee, and for this, I am personally thankful. You have always been there when we needed a tenacious advocate for our cause, whether it was to assume the Presidency in a time of need, or to fight for the preservation of Okoboji. Thank you for that.

I cannot close, Lee, without a special thank you to that lovely, beautiful lady who is always at your side, whether to help, push, cajole, or share in your happiness.

You have been, throughout your career, a man of honor, integrity, and industry. No one can expect more. But always you have given more; always you have walked the extra mile, because that is the kind of person you are. And so, for all of us who have learned from you; from all of us to whom you have given so very much, a very special thank you. My hope is that this day will be one of those very special, happy days in your life.

Sincerely,

Bob

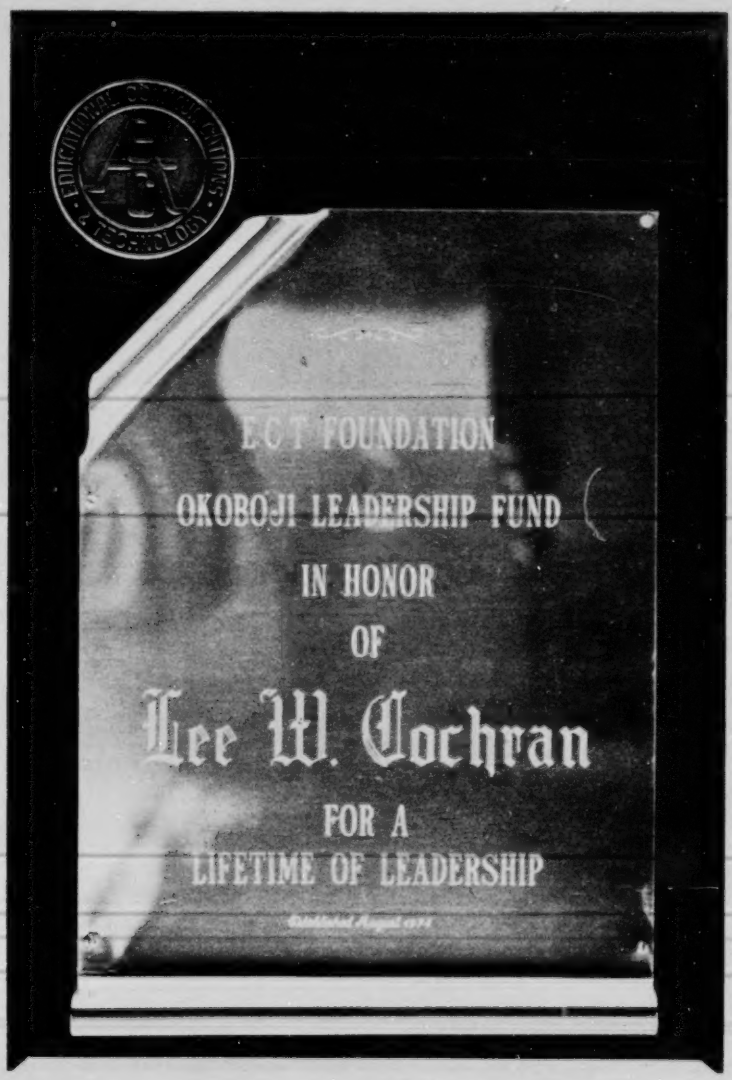
Robert F. Jarecke
Past President, ABCT

Jerry also announced that Lee would be receiving additional letters from his many Okoboji friends.

33

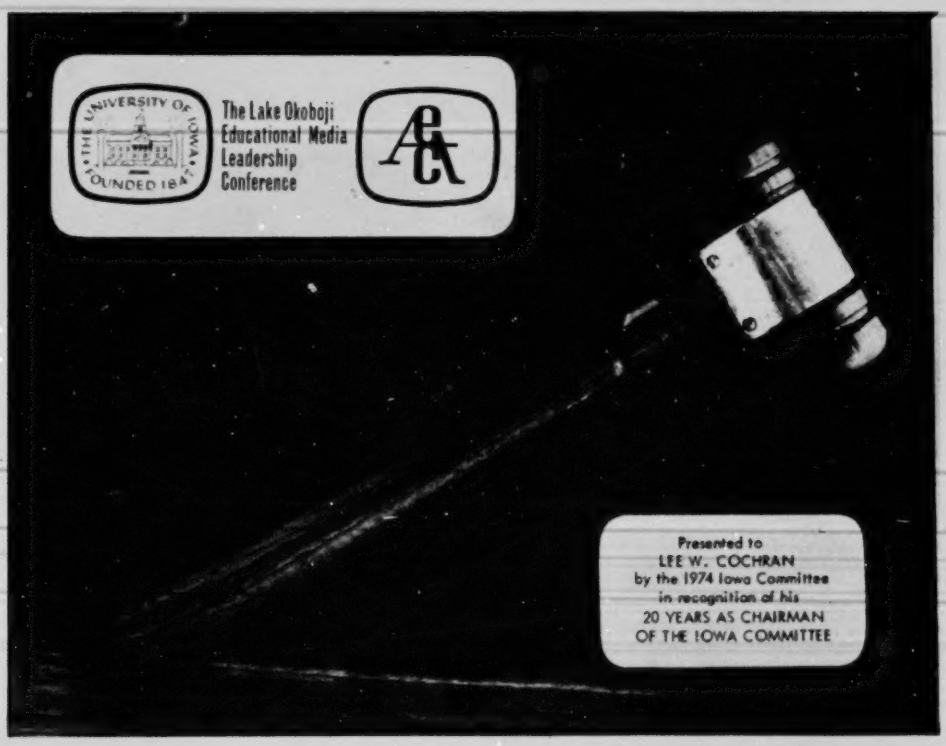
(Tenth General Session continued)

Harold Hill presented a plaque acknowledging the establishment in ECT Foundation of the Okoboji Leadership Fund in honor of Lee W. Cochran, with instructions that the plaque should be placed in the Audiovisual Center's main office for all to see, and brought to Okoboji each summer for the Conference.



Bill Oglesby then presented to Lee a plaque from the Iowa Committee, on which is mounted the Okoboji gavel (which incidentally, Lee made 17 years ago out of native Iowa walnut.)

Attendance certificates were given to each participant. Ray Muston lead the group in "For He's (Lee) a Jolly Good Fellow," and "Now Is the Hour." The 1974 Okoboji Conference was adjourned.



# FREE TO BE: HUMANIZING EDUCATION

GROUP 1 - Committee Members:

Lucy E. Ainsley
R. Daniel Barr
Robert W. Bruns
Harry M. Hill III
Arnold Le McFalls
W. William Pennington
Christopher M. Reynolds
Andrea L. Watkins

The following definitions are offered for clarification:

Self-actualizing: realizing fullest potential as a human being (What a man can be, he must be. - Maslow)

Cognitive: knowing, comprehending; as, cognitive power

Affective: relating to, arising from, or influencing feelings or emotions

Humane: marked by compassion, sympathy or consideration for other human beings

Humanize: make more sympathetic or responsive to human needs or desires

Congruent: agreeing; corresponding; harmonious

We are faced today with the reality of a depersonalizing and consequently dehumanizing society. Because of the subordination of individual needs to larger group goals, the dehumanizing tendencies of a technological, urban society, and the ever accelerating and almost incomprehensible rate of change, the individual member of society often feels inadequate, frustrated and unable to cope. The traditional roles of the family and the church in performing the function of humanizing the individual are in flux. And so the lot falls to the educational system to fill the gap. Humanizing or personalizing the educational process is an increasing concern of educators today. There has been a voluminous amount of material published in recent years on this need, as well as on the general failure of schools to develop individuals to their fullest potential. Much of education today, like society itself, fails "to develop sensitive, autonomous, thinking humane individuals." (Silberman, 1970) In short, humanistic education means making the learning process more meaningful and self-satisfying to the individual; helping him to establish a basis on which to live a full and rewarding life.

The humanistic approach to education proposes a return to treatment of the needs of the total person: his need to know, his need to feel, his need to be and his need to act. Patterson in Humanistic Education sums up the goals of humanistic education in one word: self-actualization. (Patterson, 1973)

As stated, there is no dearth of literature addressed to this humanizing process. However, it seems largely directed toward teacher preparatory professionals in higher education. There is little information aimed at the field

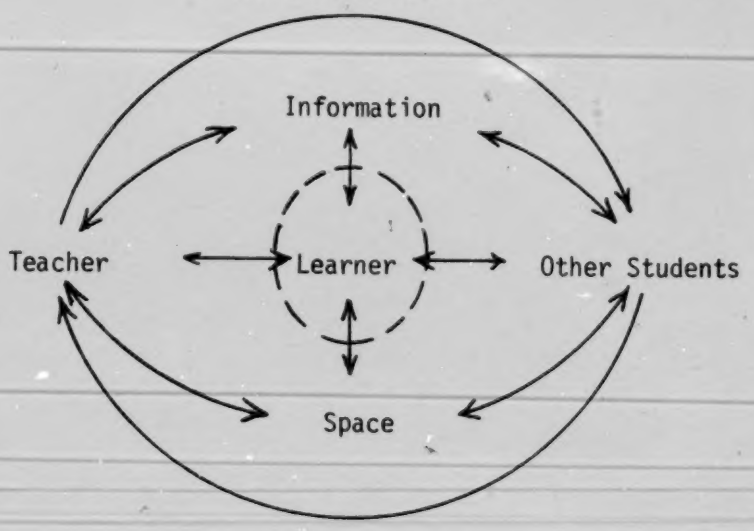
of instructional technology. Is it not time for I.T. to look at its own role in changing this situation? It is our conviction that I.T. has the potential and the tools to make a substantial contribution toward facilitating the humanizing process at all age levels.

Patterson cites two aspects of humanistic education. "The first is that of teaching subject matter in a more human way, that is, facilitating subject matter learning...The second is that of educating the nonintellectual or affective aspects of the student, that is, developing persons who understand themselves, who understand others, and who can relate to others..." (Patterson, 1973) We will deal with these two aspects in the balance of our report.

## TEACHING/LEARNING IN AN OPEN ENVIRONMENT

We believe that traditional locked step methods of instruction create and/or reinforce a rigid, closed climate where a learner cannot reach his fullest potential as a total, independent person. However, there are approaches and strategies which we might offer to open the environment and its components - learner, teacher, information, other students, space (physical surroundings) in an interactive system.

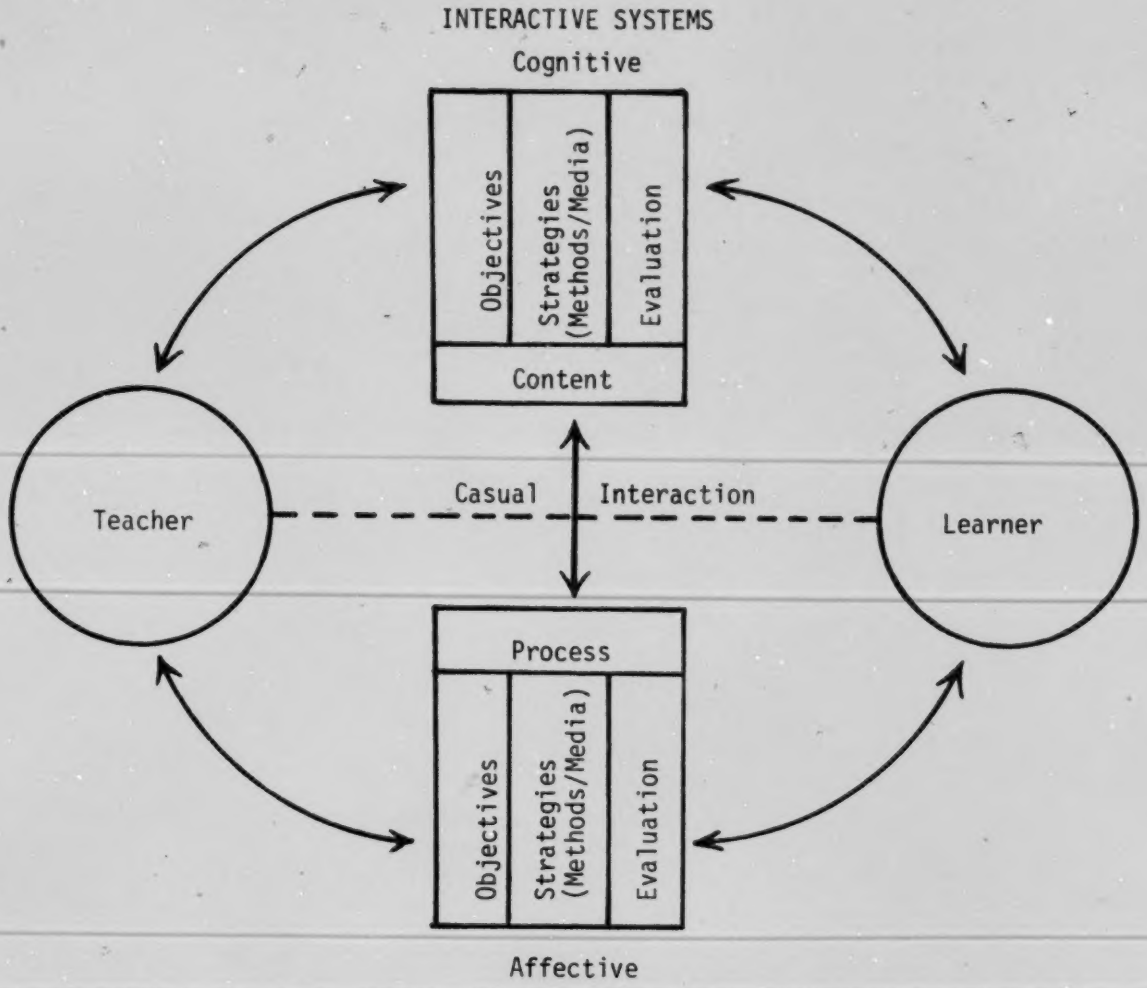
THE LEARNING ENVIRONMENT




"Humanized schools are those where the environment sets the stage for successful personal encounters, where ideas, facts and feelings are openly expressed, where conflict is brought out into the open, discussed, and worked on; and where learning activities integrate the personal interests of the students and the learning goals of the school." (Schmuck and Schmuck, 1974)

(Group 1 report continued)

We would like to suggest a simple process model to accomplish the objectives of providing an open, humane, sensitive environment - and subsequently a self-actualizing learner.




In the process, cognitive skills are developed through the use of an instructional design based upon curriculum content. Affective skills are developed through a design based upon processes of human behavior and interaction. Some of the unique characteristics of this process are:

1. Interaction provides for the teacher to become the learner in the process.
2. There is a place in the model for casual interaction.
3. There are similar components for the affective and cognitive areas.
4. Utilization of affective skills learned by the teacher can positively influence the assimilation of cognitive skills.
5. An individual learns to develop for himself a personal philosophy and self-actualization.

We feel that there are two general types of skills in the affective domain: self actualization (internal) and social interaction (external). These skills have many facets in the development of the individual. We are assuming that these skills can be learned. If our assumption is correct, we can facilitate desired behavioral outcomes.

The basic premise in humanizing the individual is that there must be a congruous situation. We also recognize that the humanizing process includes the individual's total environment.

CLOSING OBSERVATIONS:

1. The group recognizes the vital need for educating the individual to his/her fullest potential.
2. The humanistic approach to education is characterized by concern for the development of the student as a person and his growth and development as a free individual.
3. The affective domain is as important as the cognitive domain. Affective skills can be learned and taught.
4. To teach humanistically, we must ourselves be humane, i.e., sensitized to others and ourselves.
5. I.T. stands in a strategic position to facilitate humanistic education. There is a need, we feel, for a systematic study of the role I.T. can play in the process of humanizing education.
6. We would strongly recommend that next year's Okoboji Conference be devoted to the implementation of affective instructional design.

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* * * * * *

## POLITICAL ACTION COMMITTEE

GROUP 2 - Committee Members:

| | |
|---|---|
| John Baker | Gerald Brong |
| Arthur Evans | Francis Flanagan |
| Joan Griffis | Virginia Lambert |

### CHARGE

The ability to influence decision makers seems essential as a way to enhance our field and therefore our Association's capabilities to meet the goals and objectives basic to our programs. The future of our field is based on our ability to effectively influence decisions that affect our ability to provide learning resources.

Determining the strategies for political action and the role of AECT in this action was the charge developed by the Political Action Committee.

To address this charge, the committee set the following sub-goals:

1. Determine the present action program within AECT.
2. Determine the needs of Affiliates related to governmental relations.

(Group 2 report continued)

3. Analyze the attitudes of AECT leaders concerning governmental relations.
4. Propose changes in, or the development of, the governmental relations action program operated by AECT and State Affiliates.

STRATEGIES FOR INFORMATION AND DATA GATHERING

The Political Action Committee accepting the charge as stated, realized that they must retrieve information and data from the available resources. As there was only a small amount of historical information and data available in printed form, it was decided to utilize the available human resources present at the 1974 Okoboji Conference.

Two major strategies were used in gathering information for decision making. These strategies included: a written questionnaire of 1974 Okoboji participants and formal personal interviews. The questionnaire was directed toward retrieving information about the participants' perception of their State Affiliate organizations and the existing legislative action structure.

The forty-one participants responding to the questionnaire indicated the following:

1. Two-thirds have legislative committees.
2. Forty percent felt their committees were inactive.
3. Two-thirds felt that there was no information nor legislative action network established; and
4. Ninety-five percent of those responding were desirous of receiving strategies manual on legislative governmental relations.

The formal personal interviews conducted by the committee were directed at conference participants who have a responsibility or assigned role dealing with federal legislation. Participants interviewed included: AECT President, President-Elect, Executive Director, Legislative Committee Chairman, Leadership Committee Chairman, Regional Coordinator, State Affiliate Presidents, and other elected officers.

In gathering information about AECT programs, the Committee determined that the following activities were underway:

1. Publication of AECTion, a Federal relations newsletter.
2. Operation legislative information dissemination network.
3. Definition of the legislative goals and objectives of AECT.
4. Expansion of the AECT Legislative Committee to include approximately 30 involved individuals who will work to carry the AECT legislative program forward.
5. Mailed survey of Affiliates to obtain input concerning legislation and activity.

(Group 2 report continued)

6. Attempt to bring Senator Eagleton to the 1974 AECT Convention.
7. Legislative briefing session for membership, Council and Board during 1974 Convention.
8. Operation of a small number of workshops on legislation, provided cooperatively with other organizations.
9. Preparation of a "kit of tools" for use in legislative programs in State Affiliates.

Concerns which became evident to the Committee through the questionnaire and personal interviews were concentrated in the areas of effective action and follow-through. It also was evident that there was no clear, consistent understanding among the group interviewed of the directions, purposes and strategies of the legislative effort of AECT.

In reaction to these identified concerns, the Committee, in an attempt to strengthen and to emphasize identified legislative-governmental relation needs, developed resolutions and recommendations. These resolutions and recommendations are intended to result in a viable product. This product is to be demonstrated in measurable involvement and commitment on the part of AECT staff, elected officers, appointed officers, committees and the general membership.

Be it resolved that the Delegates to the 1974 Lake Okoboji Educational Media Leadership Conference recommend to the AECT Board of Directors that:

RESOLUTION 1[1]

The National Office of AECT be directed by the President to mail a questionnaire to the entire AECT membership at the time of the next first class mailing.

The purpose of the questionnaire (a copy of which is herein appended) is to identify those members of AECT who may be personal friends of members of Congress. The idea of the collection of this data is to utilize this resource in furthering the ongoing goals of AECT vis-a-vis federal legislation.

The results of the questionnaire are to be transmitted to:

1. The Chairman of the AECT Legislative Committee. The Committee is to add these individuals to its mailing list regarding federal legislative matters and suggest appropriate action to these potential influencers.
2. Each State Affiliate President and State Legislative Committee Chairman (if any). It is suggested that State Affiliates take appropriate action to utilize the resources of these potential influencers.

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[1]Editorial note: These resolutions were proposed only by Group 2. See page 17 for official resolutions of the 1974 conference.

AECT LETTERHEAD

xxxxxxxxxxxxxxxxxxxxx

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xxxxxxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Dear Member of AECT:

As you know, AECT is actively involved in Federal relations activities and we have played key roles in affecting decisions that have made impact on our member's programs.

Our focus at this moment is related to the Congress of the United States (even though we have high interest in other decision making segments of the Federal Government). Possibly you are in a position to have a major impact in these activities as we present the story of the educational technology and learning resources field.

We are trying to identify AECT members who have an established relationship with members of Congress. We would like to have a listing of our members who can immediately contact a Congressman to present necessary information. We are trying to facilitate communication between people in our field and Members of Congress.

Following is a questionnaire. Please complete and return it to our Washington, D.C. office if you have a personal relationship with a Member of Congress. If you do have a relationship and you are interested in exploring further what you might do to enhance communications from our field to Congress, I will get further information to you.

Sincerely,

xxxxxxxxxxxxxxxxxxxxx
AECT President

.....

Dear Jerry:

Yes, I know Congress woman
man _____,

_____, _____

He
She is a ☐ Relative ☐ Personal Friend ☐ Acquaintance

Name_____

Address_____

_____

Phone_____

Note: The above should be a self-addressed, stamped postal card.

(Group 2 report continued)

Be it resolved that the Delegates to the 1974 Lake Okoboji Educational Media Leadership Conference recommend to the AECT Board of Directors that:

RESOLUTION 2

A grass roots system be established to facilitate liaison with each Congressman, Senator (and candidates for Congress at election time.)

An individual constituent member of AECT be appointed for each Congressional District and two from each State for the Senatorial offices.

The AECT President or the Executive Director request that each State Affiliate President appoint liaison individuals and communicate their name, address, congressional district and the name of their incumbent congressman to the National Office. The National Office will make this information available to the Chairman of the AECT Legislative Committee. These appointments are to be made prior to the time of the AECT National Convention each year.

The Chairman of the AECT Legislative Committee will chair a session on federal legislation at each AECT National Convention to which each of the liaison persons will be invited to attend and participate. The professional AECT staff member most concerned with federal legislative matters will also attend. All of the AECT members who are identified as potential influencers (friends of Congressmen) will also be invited.

The Chairman of the AECT Legislative Committee will add the names of all of the liaison persons to his mailing list having to do with legislative matters.

The Chairman of the AECT Legislative Committee will communicate with each liaison person and urge that each member of Congress (and candidates) be personally contacted at least one time each year. The liaison person will ask this Congressman his views regarding legislative matters of AECT concern. In order to facilitate this, the Chairman will prepare a questionnaire which will be sent to the liaison persons. The Chairman, the President of AECT and the Executive Director will prepare a paper which reflects the positions of AECT on appropriate matters vis-a-vis federal legislation at least yearly, and whenever the need may arise. This paper will be mailed to the liaison persons who will transmit these views to the respective members of Congress.

The liaison persons will attempt to involve their respective Congressmen in their respective State Conferences.

Be it resolved that the Delegates to the 1974 Lake Okoboji Educational Media Leadership Conference recommend to the AECT Board of Directors that:

RESOLUTION 3

Having been informed that the AECT National Office is in the process of putting together a handbook on legislation, we urge that:

(Group 2 report continued)

a. This handbook be finalized, printed and distributed as soon as possible.

b. There be opportunities for in-service training regarding the use of the handbook at the next AECT Convention.

c. We further urge that the inclusion of the following matters be considered:

1. Resolutions 1 and 2 of this Committee be included as a strategy suggestion in the manual for implementation at the State and local levels.

2. Suggestions be included in the manual for conducting sessions at respective State Affiliate conferences which assist individual members to be effective in the legislature process.

3. Plans and models of successful State Affiliate legislation committees be included in the manual.

4. Members be encouraged to involve themselves in the campaigns of candidates at all levels so that, in the future, our voices will not only be heard but heeded. Included should be suggestions as to specific procedures so that the efforts of members will result in benefits to AECT, the State Affiliate, the profession, and education in general.

Be it resolved that the Delegates to the 1974 Lake Okoboji Educational Media Leadership Conference recommend to the AECT Board of Directors that:

RESOLUTION 4

It is known that, from time to time, the AECT Executive Director generates position papers on matters of proposed federal legislation which are transmitted to various Congressmen and Committees of Congress as representing the official position of AECT. It appears that there is no formalized procedure within AECT which would provide the Executive Director with input regarding the Association's concerns on federal legislation.

It is herein proposed that the Board of Directors establish a formal and ongoing mechanism for the generation of federal legislative proposals, not only with regard to reactions to already proposed legislation, but also original legislation.

It is recommended that an annual retreat be instituted for this purpose. It is further suggested that the results of this retreat be a written report which would be published in one of the existent AECT periodicals and that the general membership be given an opportunity to react. The positions taken at the retreat should be submitted to the Board who would vote to accept or reject these positions. In the interests of expediency, it is suggested that this vote be taken by mail or phone which could then be confirmed at the next formal meeting. Those proposals which are accepted should be forwarded by the Board to the Executive Director for the preparation and dissemination of official position papers. In some way these positions should be made known to National and State leadership as well as the general membership.

(Group 2 report continued)

It is recognized that funds to conduct such a retreat do not presently exist and it is unlikely that such funds can be allocated from the present budget. It is therefore apparent that, if such retreats are to be held, some alternative method of funding must be established. It is further recognized that various commercial members of AECT are as vitally concerned with matters of federal legislation as are other members and that their participation in such a retreat could be supportive. It is suggested that various commercial members financially support the retreat on a one-to-one basis; that is, that the commercial member host another delegate.

It is suggested that the President establish and appoint a Planning Committee to organize the retreat. The Chairman of the AECT Legislative Committee, at the least one Board member, and one commercial member should be ex-officio members.

It is suggested that the delegate structure be constituted along the following lines:

1. The AECT Board of Directors
2. The Executive Director
3. The Legislative Committee
4. Division and Affiliate Presidents or their representatives
5. The Retreat Planning Committee
6. Any other delegates as funds may be available to be appointed by the Executive Committee

Be it resolved that the Delegates to the 1974 Lake Okoboji Educational Media Leadership Conference recommend to the AECT Board of Directors that:

RESOLUTION 5

It appears that matters having to do with federal legislative action are high on the list of priorities insofar as the National leadership of AECT is concerned. It also appears that a relatively small amount of funds are presently available to actively pursue these matters.

Therefore it is recommended that AECT establish a Legislative Action Fund.

It is further recommended that the resources of certain retired members be utilized in this fund-raising effort.

In addition to other avenues, the individual assessment of each member of a specified amount might be considered as a means of additional financial support.

(Group 2 report continued)

The 1975 Lake Okoboji Educational Media Leadership Planning Committee
% Harold Hill, President-Elect AECT

It is perceived that the development of certain leadership skills which have heretofore been lacking in much of AECT membership need to be improved. These skills involve the political decision making processes at federal, state and local governmental levels and at higher levels of school governance.

It is recommended that the Planning Committee consider as a theme for the 1975 Lake Okoboji Educational Media Leadership Conference, "Strategies for Change." It is hoped that the 1975 Conference, as a result of this theme, would help delegates in the process of becoming really effective change agents with regard to decisions which are made outside the arena of AECT or the profession itself, but which affect all of us in one way or another.

Sincerely,

The Political Action Committee of the 1974 Lake Okoboji Educational Media Leadership Conference

Joan E. Griffis — Francis B. Flanagan

Virginia Lambert — John Baker

Jerry Brong — Art Evans

RECOMMENDATION FOR 21ST OKOBOJI MEDIA LEADERSHIP CONFERENCE

After considerable discussion the Committee considering questions related to government relations and influence recommend that future Okoboji Conferences continue as a significant forum to exchange ideas and make recommendations that will influence the future of learning.

The committee also recommends that the theme for the 21st Lake Okoboji Educational Media Leadership Conference address the areas of:

1. Defining target groups, agencies, bodies, etc., that AECT and State Affiliates should work with to influence so as to enhance learning environments, with the principal focus on educational technology and learning resource programs.

2. Methodologies through which individual members of AECT and other library/information-science groups can increase their effectiveness in influencing decision makers as they deal with programs relevant to our field.

(Group 2 report continued)

3. Building a continuing trust between individual members of AECT and State Affiliates so that involvement in influencing decision making is not restricted to just the individual or just the association--there needs to be a two-way interchange of action.

The Committee further recommends that at the 21st Lake Okoboji Educational Media Leadership Conference resource persons who are individually effective in the influence field be involved. These people might include professional governmental relations coordinators, members of Congressional staff, of legislative staff, and staff and officers of other associations.

RECOMMENDATIONS TO STATE AFFILIATE REGIONAL MEETINGS REGARDING GOVERNMENTAL RELATIONS (LEGISLATION)

1. The meetings should be structured so that all delegates to these meetings will attend the legislative/governmental relations session.
2. The Legislative briefing by AECT staff should be in written form so as not to cut into the Legislative/Governmental Relations Session. A brief legislative press release should be prepared by AECT staff for state newsletter editors. This release should contain an evaluation of the impact of HR69 (ESEA Extension Act) on the educational technology/learning resource field. Delegates should be alerted to the possibility of passage of White House Conference on Libraries legislation, the implications for their state associations and how they can become involved.
3. Legislative/governmental relations time should be devoted entirely to assisting affiliate delegates in determining strategies to effect decision makers in political and non-political matters regarding instructional technology, not only dealing with legislative bodies, but also regulating and policy making boards and commissions.
4. Regional coordinators should determine what priority their State Affiliates place on legislation/governmental relations and assess what it should be.
5. Regional coordinators should work with their assigned state delegates in establishing a national legislative/governmental relations network separate from the affiliate's state legislative committee.
6. A draft of the proposed legislative manual being prepared by AECT staff should be available for review and feedback by affiliate delegates.

* * * * *

# IDEAS FOR THE DEVELOPMENT OF
# PRE-SERVICE PROGRAMS AND IN-SERVICE PROGRAMS

GROUP 3 - Committee Members

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## INTRODUCTION

Change is a common element of modern life. Since there is an increasing awareness of the tremendous impact of technology in the contemporary educational environment there is a need for establishing effective pre-service and in-service training programs to develop media competencies. The focus of this committee was to identify strategies for developing such programs because previous Okoboji conference reports did not address this issue. Therefore, the 1974 committee selected as its mission:

## TO DESCRIBE STRATEGIES FOR ORGANIZING PROGRAMS TO DEVELOP MEDIA COMPETENCIES:

I. Prepare a list of media competencies.

   A. Using one or more of the following strategies:

      1. Examine existing lists* of competencies (sources such as AECT and others used in the bibliography of this report).

      2. Examine existing lists of objectives or other non-competency statements (adapting to meet needs rather than adopting).

      3. Examine your own (or others) experiences and background.

   B. Recognizing the need to keep the competency list current (updating) in this rapidly changing area.

II. Prepare a client needs assessment detailing the specific needs of the client.

   A. Using one or more of the following:

      1. Selection of competencies from data bank (see I.) by

         a. clients and/or,

         b. supervisors and/or,

         c. administrators.

      2. Analysis of existing curriculum requirements

         a. through curriculum guides

         b. through curriculum experts

         c. through students and identification of needs.

      3. Analysis of environment in terms of the needs of the family, school, community, state, nation, and identification of needs.

*It is strongly recommended that a national data bank of media competencies be developed.

(Group 3 report continued)

4. Analysis of student needs apart from existing curriculum and identification of needs of the user.
5. Analysis of standardized media tests (if available) and identification of needs.
6. Inventory of existing media resources and utilization practices and identification of needs.

B. Recognizing that user's needs change, needs assessment is a continuing process.

III. Identify media competencies based on client needs.

A. Determine philosophy, goals and purposes of the programs which are applicable to client needs.

B. Select competencies from data bank applicable to local needs, using one or more of the following strategies:

1. Group analysis
   a. total clientele
   b. random sample of clientele
2. Individual analysis
   a. by others
   b. by self

C. Recognize possible need to add to or modify the above competencies based on the analyses.

IV. Develop the program.

A. Determine content.

1. Refer to established competencies.
2. Examine information resources.
3. Prepare content and outline.

B. Analyze audience.

1. Refer to needs assessment.
2. Refer to other pertinent data.
3. Refer to audience analysis expert.

C. Formulate objectives.

1. Cognitive behavioral objectives.
2. Affective behavioral objectives.
3. Psycho-motor behavioral objectives.

D. Select and/or design appropriate resources.

1. Consider group structure.
   a. large group.
   b. small group.
   c. individual.

(Group 3 report continued)

2. Consider design variables.
   a. visual-verbal
   b. media form/print-non-print
   c. linear-non-linear
   d. topical-modular

E. Produce program.

F. Evaluate/validate program.

V. Install the program.

A. Examine the environment.
   1. Political.
   2. Administrative.
   3. Financial.
   4. Personnel.
   5. Facilities/equipment.

B. Gain administrative and client acceptance by the establishment of credibility through:
   1. Honesty and integrity.
   2. Validity of the program.
   3. Previous success.
   4. Status.

C. Develop reward systems:
   1. For organization.
   2. For program developer.
   3. For client.
   4. For support personnel.

D. Recognize the need for good public relations/information.

VI. Evaluate the program.

A. Evaluation is based on demonstration of established competencies.

B. The process of evaluation is implemented on a continuous basis.
   1. During training program.
   2. On the job.

C. Select evaluation techniques (some suggestions).
   1. Laboratory demonstrations.
   2. On site observation.
   3. Interview, poll, or survey.
   4. Paper/pencil testing.

(Group 3 report continued)

5. Case study solution.
6. Self-evaluation by client.
7. Product assessment.

D. Assess learner attitudes regarding:

1. Methodology.
2. Proficiency.
3. Relevancy.

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* * * * * *

## AN EXAMINATION OF THE PROBLEMS ASSOCIATED WITH THE IMPLEMENTATION OF INSTRUCTIONAL DEVELOPMENT (ID) AND SOME SUGGESTED SOLUTIONS

GROUP 4 - Committee Members

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The problems and concerns in the field of instructional development (ID) seem to fall under three main headings: Definition, Internal, and External. The definition of and the training in ID processes and philosophy, the detailed

(Group 4 report continued)

and specific problems associated with the internal development of ID, and the interface with other segments of the educational community are all problems that were discussed by the committee. Their solutions and recommendations for some of these problems constitute the latter part of this report. The approach will be to refine our terms, review the history of ID concepts in past Okoboji Conferences and to summarize and categorize the problems within these three areas.

TERMINOLOGY

The committee is aware of the pending publication, Handbook of Standard Terminology and a Guide for Recording and Reporting Information About Educational Technology. This is an AECT project from the National Center for Educational Statistics and is targeted for publication in February, 1975.

After determining our list of problems and concerns the committee identified a number of terms, some of which contributed to the "basic" language used in the instructional development field. As there is some variance in their meaning, depending upon the source, the committee felt it might be helpful to define the following terms: (not listed in alphabetical order)

Suprasystem: the total environment, such as an entire school system or community, in which the system of interest is embedded. (Harries, 1972, p. 5).

System: The collection of integrated entities which have arbitrarily been designed as being of central interest, such as a school. (Harries, 1972, p. 5).

Subsystem: A smaller collection of entities which comprise a portion of the system of central interest, (i.e., teachers, students, physical facilities). (Harries, 1972, p. 5).

Learning System: An organized combination of people, materials, facilities, equipment, and procedures which interact to achieve a goal. Learning system design implies the careful specification of requirements and objectives, the systematic analysis of these objectives to specify alternative approaches to achieving them, the development of a system to meet objectives, and the evaluation of its performance. (Davis, Alexander, and Yelon, 1974, p. 303).

Instructional Design: A component or subsystem of instructional development which includes specification of learning outcomes, routes to achieve them, including delivery systems, and evaluation. (The committee felt the term was sometimes confused with research design--the plan for doing a research study or materials design--specification of elements of a proposed slide, transparency, etc.)

Instructional Development: The systematic preparation of instruction to achieve specified goals. (The committee discussed at some length question of whether or not instructional development and instructional design meant the same thing.) It was determined that often the terms were used almost

(Group 4 report continued)

interchangeably, although there was some indication that instructional development was often used to describe the "macro" whereas instructional design was reserved more for the "micro", that being the specification of the "moment-by-moment events of instruction." (Gagné and Briggs, 1974).

Individualized Instruction: Gagné and Briggs, (1974) list five varieties of individualized instruction. Briefly summarized, they are:

Independent Study Plans: Agreement occurs between teacher and student as to the gross parameters of the proposed study.

Self-directed Study: Objectives are agreed upon but options for learning remain open.

Learner-centered Programs: Student selects within broadly defined areas what objectives will be, how to achieve them, and when to create closure.

Self-pacing: Learner works at own rate; objectives set by teacher and required of all.

Student-determined Instruction: Student controls selection of objectives, materials, resources, time to devote to study, and has freedom to self-evaluate and move to other objectives.

(The committee felt that individualized instruction can also exist in a group setting as long as some of the decisions mentioned in the above definitions remain in the learner's control.)

Module: There is great diversity in the make-up of a module depending upon whose model is used. However, Gagné and Briggs (1974) suggest that, as a minimum, modules should contain the following:

1) Clearly stated performance objectives.
2) Followed by appropriate assessment of student performance.
3) and containing necessary materials for presenting the instructional events needed and for stimulating recall of needed information.

It should be noted that some modules do not contain the actual materials for presenting the instructional events but only reference them.

Formative Design: Refers to the use of performance tests (empirical data) for making the necessary decisions long before first-draft materials are ready for tryout. (Briggs, 1970, p. 173).

Formative Evaluation: Refers to the practice of conducting tryouts of draft materials with individuals and groups of learners, followed by evaluative tests, to provide an empirical assessment of materials and to identify needed revisions. (Briggs, 1970, p. 173).

(Group 4 report continued)

Summative Evaluation: Undertaken when development of an instructional entity is in some sense completed, rather than on-going. Its purpose is to permit conclusions to be drawn about how well the instruction has worked. (Gagné and Briggs, 1974, p. 236).

Constraints: Barriers or limitations which exist or develop in the instructional development process, i.e., lack of time and/or resources. Early identification of constraints can help the designer make realistic plans.

HISTORY OF ID CONCEPTS

The term instructional development is of fairly recent origin; however, the processes embraced therein have been discussed in the literature for some time. Throughout two decades the terminology has varied widely but the content has shown a remarkable stability. The earliest reference to this process, as traced in past Okoboji documents, appears in 1956. During the second Okoboji Conference, Charles Hoban, Jr., in his keynote address presented a rudimentary model derived from the communication process. The model alluded to the need for a systematic approach to the development of instruction.

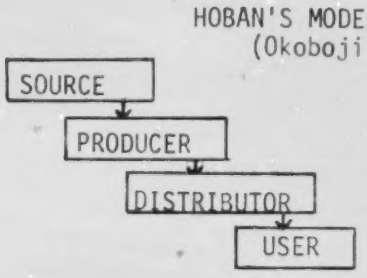


Figure 1

The Fourth Okoboji Report, 1958, again considered the area of instructional systems. That report stated that "the audio-visual specialist should be actively involved in curriculum planning, development, implementation, and evaluation...as they relate to the overall instructional program."

By 1964, the concepts formulated by the designers of programed instruction were beginning to be transferred into the emerging field of instructional development as evidenced in the Ninth Okoboji Report.

In 1967 the Committee on Developing Instructional Systems indicated that in their opinion, "...the value which systems analysis and systems synthesis holds for developers of instructional schemes and the newer media cannot be realized unless the steps of the systems development model can be translated into productive procedures by practitioners." (1967, p. 71)

This admonition was again considered important by Dr. Curtis Ramsey, the keynote speaker at Okoboji in 1970. He stated that he "...could see an

absolutely unique function in instructional design in the educational communications process, at which neither the librarian, by whatever title, nor the teacher or curriculum specialist as presently defined, is capable or appears to be moving in the direction of becoming capable." (1970, p. 20)

Again, during the 1973 Okoboji Conference, a study committee exploring the future role of the instructional technologist said, "The instructional technologist will have to understand the diagnostics of learning and, with the input of other professionals on the instructional development team, he will design the end products and processes. Further, he will be responsible for developing innovative design specifications into tangible formats in accordance with prevailing systems theory." (1973, p. 74)

The examination of instructional systems theory has been the subject of many past Okoboji Conferences. The work of this committee will further define the work of these previous efforts and suggest areas of concern for discussion in the future.

## DEFINITION

One of the hindrances to the field of ID is the lack of consistency in terminology and definition of roles. These inconsistencies are typical of any developing technology and come partly from the divergent backgrounds of those presently in the field.

The lack of specificity in defining component parts of the ID process has had negative effects in the training procedures for novitiates in the field, with a resultant misunderstanding of the ID process by many. There is no consistent pattern in the training of new personnel for these roles. This, plus the inaccessibility of such training programs and/or self-instructional materials, has created much of the divergence we now encounter.

Another major concern to the field is the "rush to judgment" carried out because of the faulty conception of time requirements on the part of both the client and the instructional developers. The resulting programs often serve to retard the process of ID.

A major detriment to our field is the lack of a coherent philosophy. While there appears to be a general agreement among I.D. practitioners that such a need exists, there is a notable lack of effort in this area.

## INTERNAL PROBLEMS TO ID

As the field of education has continued to expand, with administrators and teachers pushing for development of individualized instruction, the job of the instructional developer has been greatly complicated. He is continually forced to make accurate estimates for time, funds, and human resources. Many times this decision is made without the benefit of experience or data. Society is also rightfully demanding that instruction show a difference in

student learning. Therefore, in addition to the actual development of instructional products, the developer must hire, or be an evaluator. How much, and what kind of evaluation can be carried out by the ID'er and not violate ethics, or exhaust resources?

Another related concern is the poor diffusion of research data for planning instructional decisions and for serving as possible theoretical bases for ID. In the course of the development of any instructional product, many decisions are made without the data or theoretical bases to support them.

There is a tendency for ID practitioners to make media selections from a bias conditioned by their backgrounds.

In summary, the internal concerns are:

1. Management and procurement of resources--time, funds, human resources.
2. Role of ID in evaluation--accountability, cost effectiveness.
3. Role of ID in research and theory.
4. Background biases.

EXTERNAL PROBLEMS TO ID

There seems to be a serious inability on the part of ID practitioners to communicate effectively with other segments of the educational community. One symptom is the fact that ID is perceived as a threat to some teachers. Teachers are concerned that instructional technology may replace them, or that ID evaluations may make them appear ineffective.

Another symptom of ineffective communication is the espousing of individualized instruction by administrators without recognition of the need for sufficient funding and professional human resources. Often a teacher will be designated as an ID'er without any direction or training by professional instructional developers. One important question is: What is the critical mass of training in ID processes necessary to insure its acceptance by teachers, administrators, school boards, teacher organizations, parents, students, and other perceived clients of ID?

Another question is: How is the role of the classroom teacher changing with the acquisition of new instructional development concepts and products? What pre- and in-service training programs will be needed to effect these role changes?

A CONCEPTUALIZATION OF INSTRUCTIONAL DEVELOPMENT

Instructional development (ID) is the systematic preparation of instruction to achieve a specified goal. Through the assimilation of the research from three major fields (including instructional psychology, instructional technology, and systems theory) it was possible to construct a process for the development of improved instruction.

(Group 4 report continued)

Instructional development has been discussed and described by several authorities in the field (Baker and Shutz, 1971; Barson, 1967; Briggs, 1970; Davis, et. al., 1974; Gagné and Briggs, 1974; Hamreus, 1972; and Kemp,1971). These discussions tend to describe ID as a linear process where the user must complete one step before proceeding to the next step. While users of the instructional development processes tend to progress in a linear fashion they also execute steps out of order and return to previous steps for further clarification.

The accompanying model (Figure Two) is an attempt to describe instructional development in a non-linear fashion. It is based largely on the instructional development model of the University Consortium for Instructional Development (formerly the National Special Media Institute). The overall model is circular in design to show the unified whole and the integration of the parts within the instructional development process. The circles within the model represent the major component parts of the process. The solid arrows indicate the major routes to be followed in the process. The dashed arrows indicate the secondary routes to be followed when it is necessary to revise or recycle one of the component parts. Although all the possible interconnections between the parts are not shown it is conceivable that all the parts could be connected to each other with dashed arrows.

The first part of this conceptualization of instructional development is the identification of the problem. The problem of concern must be sufficiently delineated from other problems. Careful attention should be given to identifying the real problems as distinguished from the symptoms. For example, the failure of students in history may appear at first to be the problem while in fact it is a symptom of a problem in reading. Therefore, the solution will lie in alleviating the reading problem. Attention should also be given to choosing a problem of manageable size.

The second part is to analyze the setting. This includes an examination of the current situation by reviewing existing documents such as course outlines, tests, syllabii, and reading lists. It also includes identifying the resources that are available or can be brought to bear in the solution of the problem. The resources include the facilities, existing materials, and monies. The personnel to be involved should also be identified and their support solicited. This entails a careful review of the support necessary from the administration and the community at large. A general review of the background and preparation of the student population should also be completed under the analysis of the setting.

Preparation and identification of the learning outcomes is the third part. The final product of this part is the listing of objectives. Before listing the objectives, however, it is necessary to execute a task and a content analysis. The task description normally includes a graphic or narrative description of how a person executes the task under consideration. Figure 3 shows a simplified task analysis of lighting a match.

The task analysis, while being a tedious task, reveals all of the skills and knowledge necessary to complete a task that otherwise might not be identified. The task analysis is then translated into a content analysis to show the hierarchial relationship of the tasks. A possible content analysis is shown in Figure 4.

AN INSTRUCTIONAL DEVELOPMENT MODEL

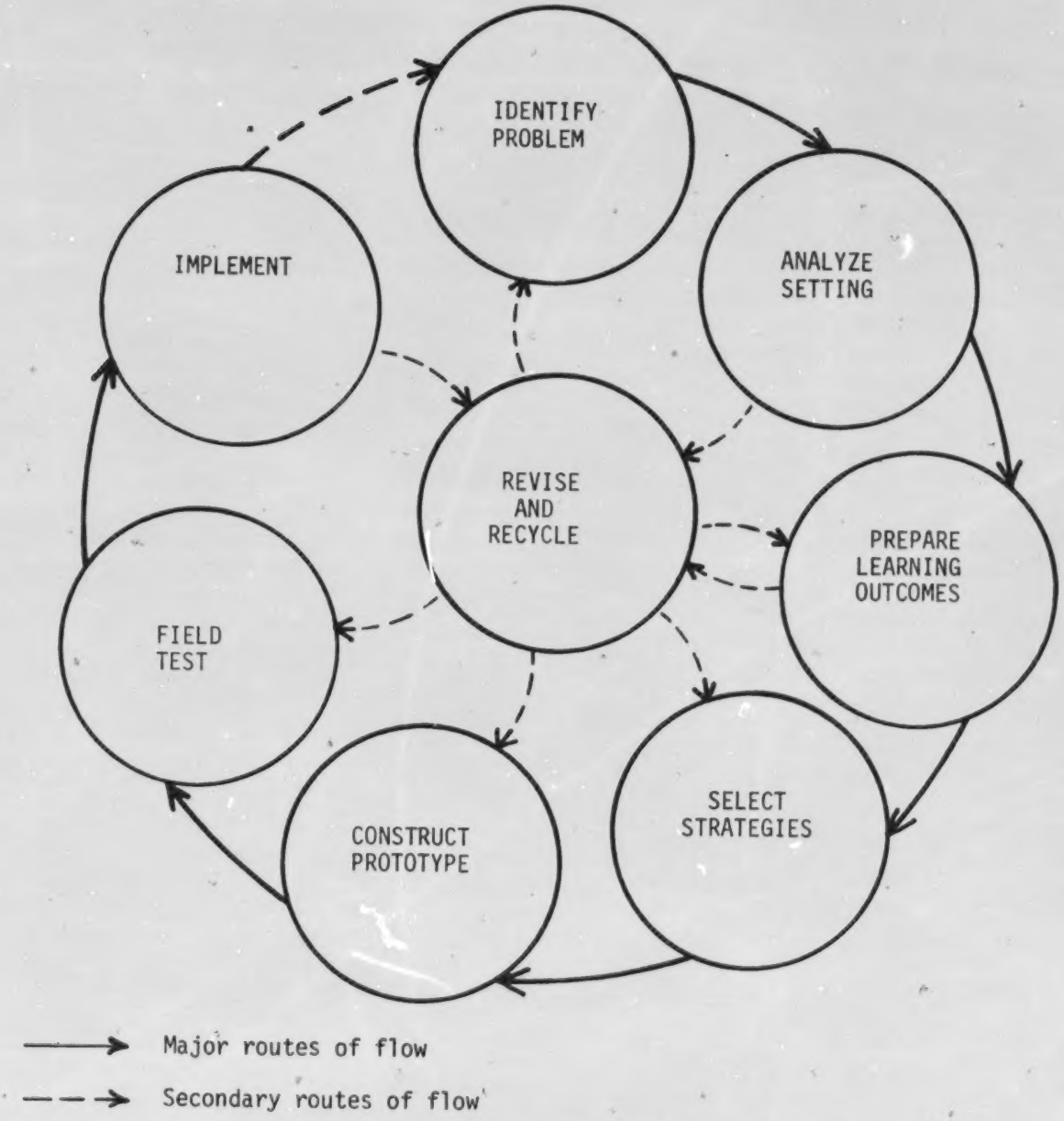


Figure 2

TASK ANALYSIS OF LIGHTING A MATCH

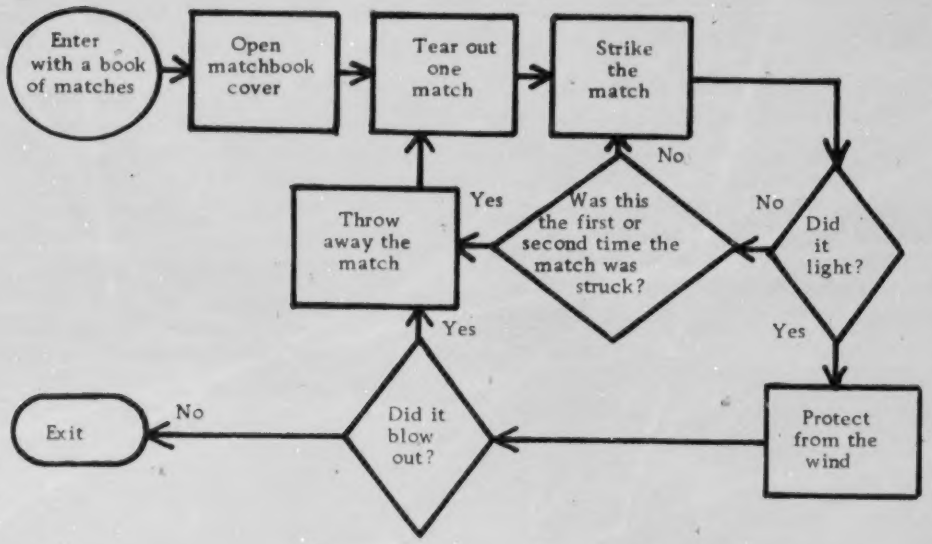


Figure 3

CONTENT ANALYSIS OF LIGHTING A MATCH

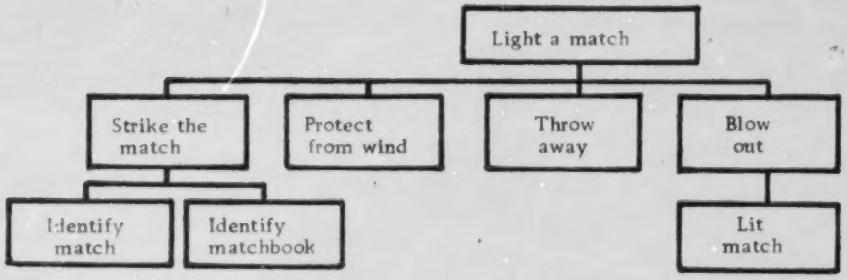


Figure 4

From the content analysis the objectives and prerequisite skills can be written. The evaluation can then logically be prepared based upon the objectives.

The fourth part of this conceptualization of instructional development is the strategy selection. The strategy selection should be based upon the learning outcomes identified previously and the domains into which these outcomes are classified. This also involves decisions such as teaching either inductively or deductively, by short frames or long readings, or with print or non-print materials. The choice of the proper medium for delivery

must be made at this point. Although the current research base for these decisions is not comprehensive, it is possible to approximate a decision that is data based.

After the strategies have been selected a prototype should be constructed. The prototype should approximate, as closely as possible, the final product. In some cases it will be necessary because of cost and availability to produce a prototype in a medium other than the chosen medium. For example, it may be necessary to produce a half-inch video tape prototype while the final product will be a 16mm film. If the prototype is in another medium, the instructional developer should consider the differences that the other medium will cause on the delivery of the message.

The prototype should then be field tested to measure the effectiveness. The field testing should be done with individuals who are neophytes to the content field as well as with experts. Normally the neophyte testing will be done with a small group of students. The instructor should carefully monitor the student use of the instruction making particular note of problem areas encountered by the student. When the student has completed the instruction, the instructor should debrief the student to identify additional problems. The field testing with experts should be directed at the content and logical development of the unit.

The data from the field testing should be used as the basis for the decision to implement or not to implement the given unit. If the evaluation by the neophytes and the experts is positive, then the unit can be implemented and used with large groups of students. If the evaluation reveals many flaws in the unit, however, it will be necessary to correct these before the unit is used by large groups of students.

The revise and recycle step in this conceptualization of instructional development is perhaps the most important step. Continually as one progresses through the process it is necessary to return to a previous step for further clarification on a given point. In this model the revise and recycle step is central and is connected to the other steps by the dashed arrows. Although the arrows shown indicate the main points at which it may be necessary to revise or recycle, it is possible to proceed from any step in the model to any other step in the model.

This model is one conceptualization of instructional development. It should not be construed as the only or even the best ID model but merely one conceptualization out of many. Those readers who do not find meaning in this model should refer to one or more of the models referenced in the opening of this section.

## SOME SELECTED SOLUTIONS

The committee realized the impossibility of providing solutions to all of the problems of ID, many of which have plagued the profession since its inception. The committee, however, felt the necessity to provide some

(Group 4 report continued)

selected solutions that might provide a useful starting point for groups in future years at Okoboji and others in the field. Since the Okoboji conference has a time constraint, little attempt has been made to categorize or prioritize the identified problems and solutions.

1. The problem of terminology will be solved partially by the dissemination of the Handbook of Standard Terminology and a Guide for Recording and Reporting Information about Educational Technology. This handbook will provide a substantial base on which ID'ers may clarify and add new terms pertaining to the profession.

2. The problem of variety of purpose, training patterns, and inaccessibility of adequate training programs may be partially solved by identifying a core of commonality in our process. Improved consistency in the ID process along with the identification of functional roles will result in more uniformity in training programs. Institutions currently demonstrating strength in this area should collaborate to provide model in-service programs for the profession.

3. Instructional developers must develop their own philosophical base which will serve to meet the needs of the field at this time. Instructional developers must also be aware than an emerging profession, such as instructional development, will require periodic changes in its philosophy.

4. The instructional developer must establish a data base that provides a set of guidelines for estimating the costs, in terms of both time and money, that must be expanded. This data base can be drawn from instructional development projects that have been completed at various institutions. Closely tied to this is the concern for measuring the accountability of instructional development programs. The same data as outlined above will provide a basis for evaluating the cost-effectiveness of instructional development.

5. A vehicle for diffusing research data on instructional development needs to be established by professionals in the field. This vehicle should report basic research studies in the field as well as case studies of projects. This need has been met somewhat by journals in the field such as Audiovisual Instruction and AV Communication Review and by the Instructional Development Division of AECT. Several institutions have also published their own reports of their ID activities. These reports, however, have not received wide distribution. The form for the vehicle could be a periodical devoted exclusively to ID, a regular column in several periodicals, or an extensive "State of the Art" report.

6. Instructional developers must be aware of their tendencies to choose the medium for presentation that they are most familiar with. For example, instructional developers with a background

in television tend to choose television as the delivery system. Similarly those with psychology backgrounds tend to choose a programed instruction delivery system. By being aware of his bias the instructional developer can correct this problem.

7. Although instructional developers should engage in both formative and summative evaluation, they should recognize the need for an impartial evaluation input at the summative stage. They must be sensitive to the possibility of teacher apprehension regarding the implementation of a new process. This condition presents both a challenge and opportunity to the instructional developer and his response may well determine the success or failure of the program. Instructional developers must also be sensitive to teacher's needs to improve the effectiveness for managing learner environment. The integration of disciplines will require the instructional developer's personal attention and desire to directly assist teachers by providing a variety of individual, small and large group in-service opportunities.

8. Since training institutions have not done enough to acquaint teachers with instructional development, instructional developers must fill the void by helping school systems plan in-service programs. Perhaps in this way instructional developers may demonstrate to the teachers that instructional development will improve their skills and student learning.

## CONCLUSION

The statements contained herein represent the thinking of eight individuals, each with a different background in instructional development. Although the statements are the result of extensive thought and discussion they should not be considered to be the last word in instructional development. It is the hope of this committee that future Okobojians and others in the field will challenge and expand upon our efforts to identify the problems and concerns in the field of instructional development.

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# ACCREDITATION AND CERTIFICATION

GROUP 5 - Committee Members

Frank R. Birmingham
William L. Hanley, Jr.
Richard D. Hubbard
Willis Scadden
William Schmidt
Ralph L. Wooden
Wesley J. McJulien, Chairman

## MAJOR CONCERN

Suggested strategies for implementation of the Association for Educational Communications and Technology Accreditation and Certification Guidelines.

## INTRODUCTION

All of us are aware that the Association for Educational Communications and Technology (AECT) Task Forces on Certification and Accreditation are in reply to our questioning, "Are We a Profession?"

Horace Hartsell in a Resource Guide for Planning Special In-Service Programs stated, "The professions are occupations through which people obtain highly specialized intellectual services. They are occupations involving relatively long and specialized preparation on the level of higher education and are governed by a special code of ethics...

Professional status is the degree to which one has attained the specialized competence, attitudes, and recognition that characterize the professions in general. A professional face also shows the status of one among members of other professions." (Hartsell, 1974, p. 24)

Obviously the instructional technology profession wants to insure that all positions in their field are filled with competent and qualified personnel and that each individual can perform at the required level for the tasks specified in his/her job description. Certification and accreditation can lead to this end. For the sake of definition, accreditation means the evaluation of preparation programs, while certification means the evaluation of personnel.

## CERTIFICATION

Group 5B at the Okoboji meeting in 1971, was concerned with certification based on the Domain of Instructional Technology as a key to accountability. They presented the concept of a career lattice which allowed for upward mobility in our field suggesting a task oriented curriculum, certification and evaluation. We are including their schematic based on the Jobs in Instructional Media Study which is the basis for our further considerations. (Summary Report of Lake Okoboji Conference, 1971) This study conducted by AECT in 1969 relating to Jobs in Instructional Media provided the framework and established the foundation for two task forces appointed in 1971 to develop guidelines for (1) Certification of Educational and Communications Personnel and (2) Accreditation of Media Programs. These two sets of guidelines were approved by the AECT's Board of Directors at their March 1974 National Convention in Atlantic City, New Jersey.

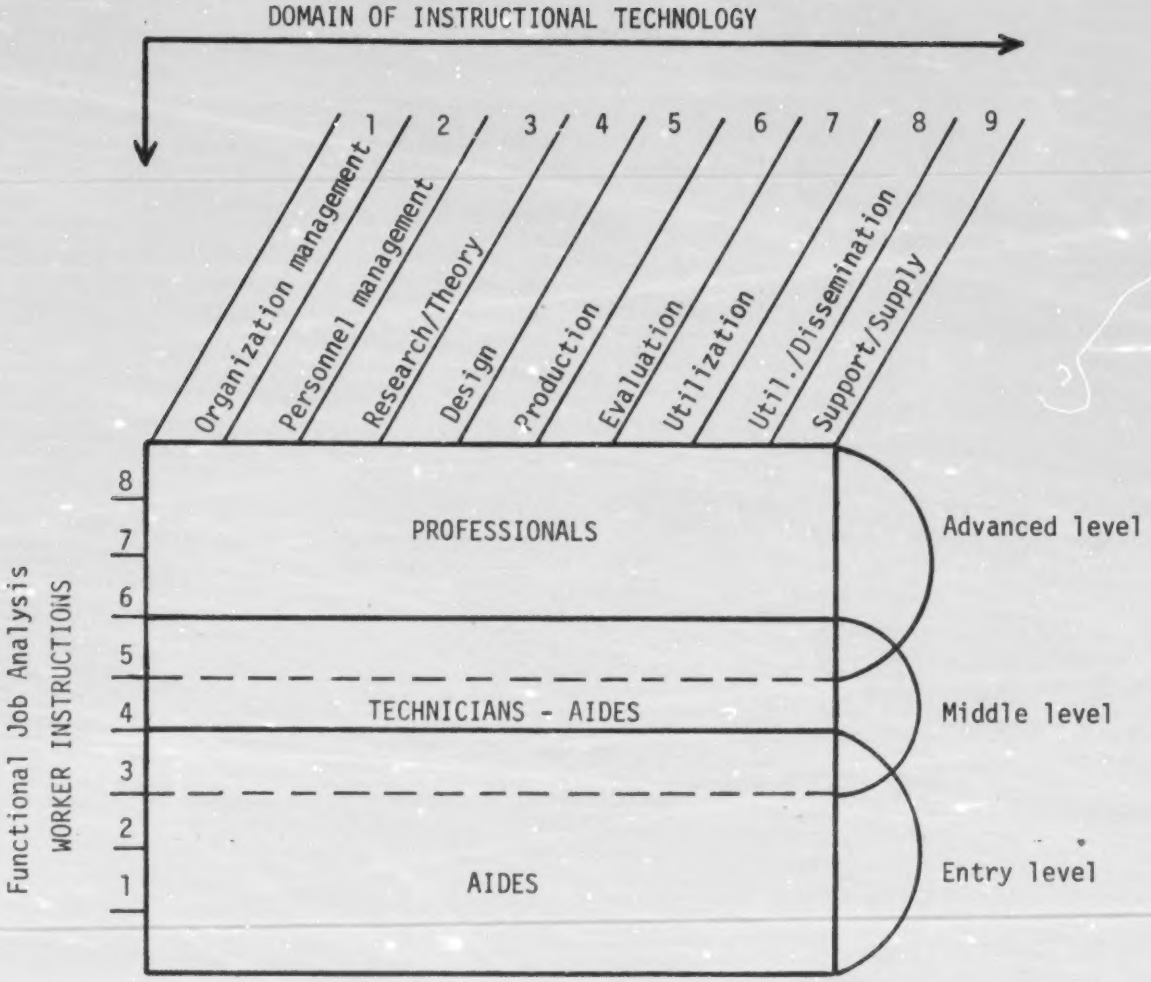


TABLE 1

Assumptions:

1. There should be alternate routes by which an individual might achieve certification as a media professional.
2. Higher education programs should assume the main responsibility for providing the necessary educational experiences resulting in competencies for certification as a media professional.
3. Qualified media professionals must be involved in any evaluative procedure whether it be competency measurement or program effectiveness measurement.

(Group 5 report continued)

4. Certification needs to be approached from the point of view of keeping people presently performing on-the-job tasks and providing for a progressive development of their needed competencies.

5. Certification should include multiple levels in special areas as indicated in Table 1.

ACCREDITATION

Any accredited program must reflect the functions which become specific in the roles its graduates will perform as indicated in the AECT guidelines for accrediting advanced media programs. The program must be appropriate in terms of the professional functions and the tasks involved in instructional management, instructional product development, and instructional program development roles.

Assumptions:

1. Procedures need to be established by AECT for monitoring all training programs.
2. Accrediting agencies' components need to be consistent with components required in AECT guidelines.

SUGGESTED STRATEGIES FOR IMPLEMENTATION

1. How does AECT establish a line of communication between media and educational associations? It is suggested that AECT establish lines of communication among media and educational associations by employing the following:

   a. Identify decision makers of professional groups and establish workshops centered around certification and accreditation standards.

   b. Establish a liaison officer who will participate in state and regional meetings to inform attendees about certification and accreditation.

   c. Provide copies of accreditation and certification guidelines upon request.

   d. Assume responsibility for identifying existing programs that meet present accreditation and certification guidelines.

   e. Disseminate to all professionally related organizations copies of the Accreditation and Certification Guidelines along with approved list of approved programs.

   f. Develop a media-oriented program to explain the AECT Accreditation and Certification Guidelines.

(Group 5 report continued)

g. Provide consultative service on a contracted basis to schools and colleges (kit and team notion).

h. Influence other professional organizations to promote the purpose, scope, and implementation of Accreditation and Certification Guidelines.

2. How will AECT implement the use of the Accreditation and Certification Guidelines? It is suggested that for adequate implementation of the Accreditation and Certification Guidelines AECT should:

a. Issue a strong statement of need to related professional organizations, state departments of education, school boards, administrators and all others as deemed necessary (elementary, secondary, and higher education).

b. Attach constraints to media related funding.

Constraint 1: Any proposal should show evidence of the program having a certified director and staff needed to facilitate the objectives and directions of the proposal.

Constraint 2: There should be sufficient financial support to enable the media team to carry out the objectives stated in any proposal.

c. Influence state and federal legislation.

d. Provide staff guidance in establishing implementation type committees at the state professional organizational level to promote AECT accreditation and certification guidelines.

e. Promote employment of professionals who have either graduated from an accredited program or passed an equivalency examination (out of school).

3. What should be the procedures for implementation of AECT accreditation and certification guidelines?

It is suggested that the following implementation strategies be given serious consideration by the AECT Board of Directors.

a. Establish a Committee for Accreditation and Certification that will develop and implement criteria and checklists for use in approving programs.

b. The Accreditation and Certification Committee shall appoint and orientate a sufficient number of evaluators for the purpose of conducting on-site accreditation visits as requested.

c. The Accreditation and Certification Committee will recommend to the Board of Directors of AECT those programs which meets its criteria.

(Group 5 report continued)

d. The AECT Board of Directors will direct the Executive Director to publish a directory of approved programs.

e. The AECT Board of Directors will further direct the Executive Director to forward a certificate to the accrediting school indicating official approval by AECT.

4. What are the paths by which AECT may implement accreditation and certification guidelines?

There are at least six recognizable paths by which AECT can help to implement accreditation and certification. These paths are shown graphically in Figure 1, page 69.

Accreditation.

Educational communications and technology specializations in teacher training programs can be accredited by gaining the approval of the AECT accreditation guidelines by the National Commission for the Accreditation of Teacher Education (NCATE). Other programs which train communications and technology personnel (outside of teacher education) would eventually be accredited by obtaining the stamp of approval of a regional accrediting agency (e.g. North Central). AECT should continue to work to gain the acceptance of the AECT accreditation guidelines by these accrediting organizations.

Another approach, and probably the easiest to implement, would be for AECT to directly accredit college and university training programs. Those institutions whose programs meet the AECT accreditation guidelines would be eligible for accrediting by a visitation team. Ultimately, an approved list of schools would be compiled.

Certification.

The Certification Task Force of AECT recommended that certification of educational communications and technology personnel employed in schools and colleges should continue to be performed by official certification agencies (state departments of education alone, or cooperatively with approved teacher training programs.) AECT would need to work to gain acceptance of the AECT certification guidelines by NCATE and the various state departments of education. All other communications and technology personnel (e.g., those in government, industry, business, military, religion, college support centers, and I.D. programs) should be certified directly by AECT.

While AECT can work through its state affiliates to accomplish some of the above tasks, state AECT affiliates must also play a vital role in gaining acceptance and implementation of the AECT Accreditation and Certification Guidelines. They can work with college and university training programs to help them receive accreditation. They can work to influence state departments of education to accept the AECT guidelines. Lastly, they can apply pressure on AECT to actively pursue the other paths that have been outlined above.

ACCREDITATION/CERTIFICATION IMPLEMENTATION PATHS

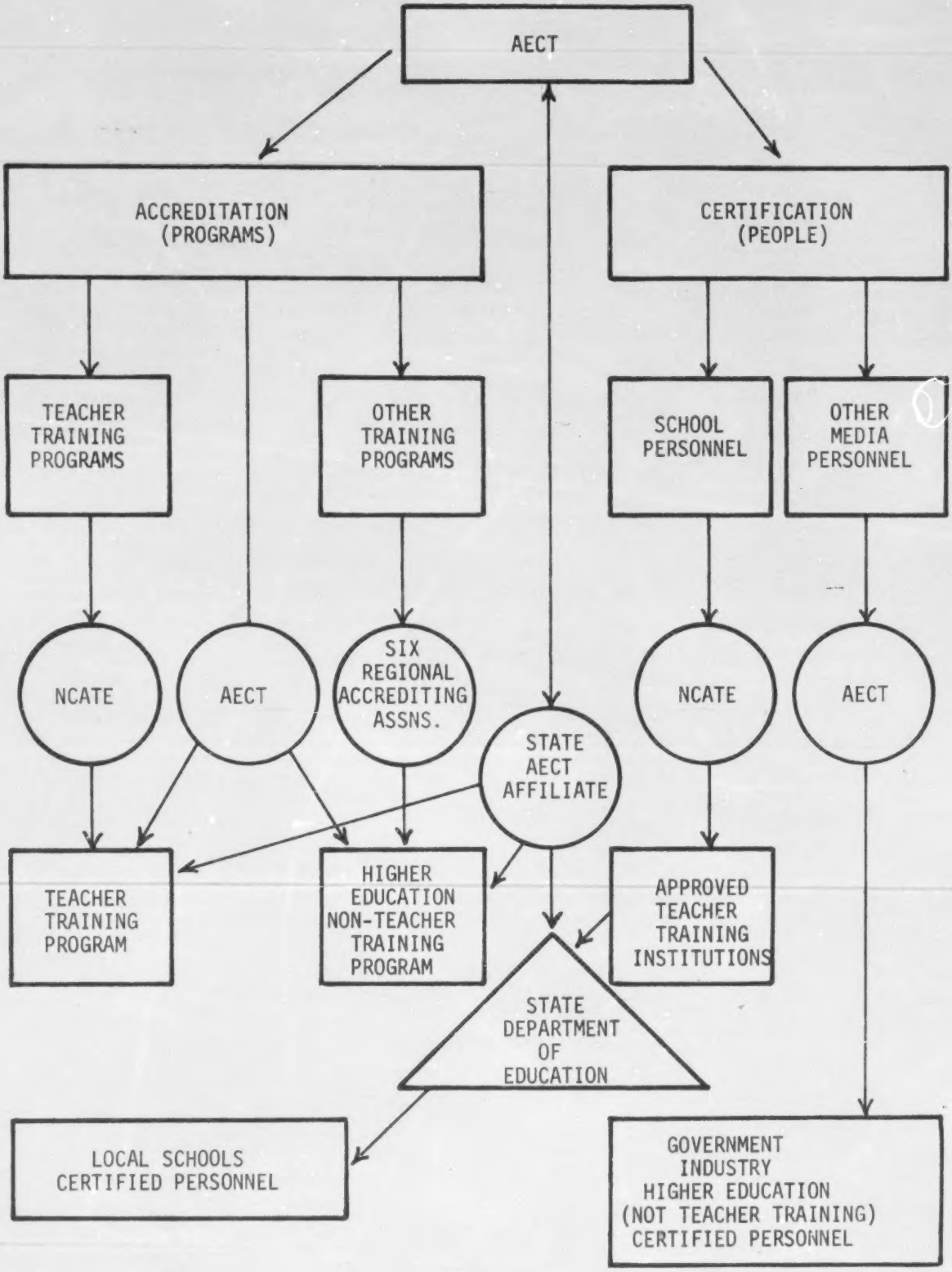


Figure 1

(Group 5 report continued)

CONCLUSION

The major concern of the group was to suggest strategies for AECT implementation of Accreditation and Certification Guidelines. As a result of the material presented, we identified certain resolutions pertaining to implementation of AECT Certification Guidelines. They are:

RESOLUTIONS

Certification.

WHEREAS, the Association for Educational Communications and Technology has developed guidelines for certification of media personnel.

WHEREAS, there is need for dissemination and interpretation of these guidelines to those organizations who are responsible for certifying media personnel or influencing the certification of these personnel.

WHEREAS, there is an implementation committee in the Association for Educational Communications and Technology for implementing these guidelines.

BE IT RESOLVED, that the delegates to the 1974 Okoboji Conference recommend to the Board of Directors of AECT that copies of the guidelines be forwarded to the Council of Chief State School Officers.

BE IT FURTHER RESOLVED, that the AECT officials charged with the responsibility for implementing these guidelines pursue through direct contact (meetings) acceptance and approval of these guidelines by the Council of Chief State School Officers, the Association of Chief State Audio Visual Officers, and the State School Library Supervisors.

RESOLUTIONS

Accreditation.

WHEREAS, the Association for Educational Communications and Technology has developed guidelines for accreditation of media programs in Higher Education.

WHEREAS, there is need for dissemination and interpretation of these guidelines to those organizations who are responsible for accrediting programs in media or influence the accreditation of these programs.

WHEREAS, there is an implementation committee in the Association for Educational Communications and Technology for implementing these guidelines.

BE IT RESOLVED, that the delegates to the 1974 Okoboji Conference recommend to the Board of Directors of AECT that copies of the guidelines be forwarded to the National Commission on Accreditation and to each of the appropriate accrediting agencies and the National Council for the Accreditation of Teacher Education.

(Group 5 report continued)

BE IT FURTHER RESOLVED, that the AECT officials charged with the responsibility for implementing the guidelines pursue through direct contact (meetings) acceptance and approval of these guidelines by the National Commission on Accreditation, Regional Accrediting Agencies, and National Council on Accreditation of Teacher Education.

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SUGGESTED READING

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RESOURCE PEOPLE

Horace Hartsell
Howard Hitchens
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* * * * * *

## RESEARCH IN INSTRUCTIONAL TECHNOLOGY: PRODUCT, PROCESS, AND IMPLEMENTATION

GROUP 6 - Committee Members

Thomas Dunn
Richard J. Lamberski
Tillman J. Ragan
Michael Simonson
Susan Storm
Clayton J. Vollan

Research was last examined in depth at Lake Okoboji in 1959. Since that time, participants have perceived other issues to be more pressing. We propose to draw on that report to set the stage for our inquiry. We will attempt to indicate which of the concerns of that time may be resolved, which may be no longer relevant and which, although still pressing problems, may be seen from a new point-of-view because of changes within our field or in the larger

(Group 6 report continued)

society of which our field is a part. We are aided in this effort by the fact that the report of that year was prepared by some of the leading thinkers in this field: Arthur Lumsdaine, Wes Meierhenry, James Finn and William Allen. We begin this task with a great awareness of our debt to those who have brought this field to its current importance.

The 1959 conference report, "Research in the Audio-Visual, Television Area," indicates by its title alone that sweeping changes have occurred in our field. Today we operate in a much expanded domain, using new strategies to employ technology in the larger sense rather than organizing our thinking around different methods of displaying learning stimuli.

The conference of the following year, 1960, dealt with the effect of research on curriculum. Keynoter A. W. VanderMeer raised the problem of research utility: (VanderMeer, 1960)

> Too much research is done in isolation from practical problems and this results in a lack of application. Therefore, the first step in designing research is to determine what questions the user wants answered and to relate these to what the researcher believes will yield worthwhile findings.

This same issue occupies us today and the current concern is exemplified by a recent statement by David Krathwohl: (Krathwohl, 1971)

> Educational research is often viewed as unrelated to practical purposes, too fragmentary and poorly related to an overall framework of education.

The writers of the 1959 report call for improved research techniques and suggest a number of approaches to this end. In a large sense the techniques called for have come to fruition. Improved research designs, sophisticated statistical procedures and sampling methods, and the assistance of computers have made it much more likely that adequate research will be carried out. The potential for improved research exists. Also, a continuing effort to insure strict adherence to high research standards is necessary.

Another area of concern expressed at that time was the source of research problems. It was felt that a better type of question needed to be asked by the audio-visual researcher. Obviously this problem is still with us, but it appears the researchers have met with considerable success in their attempts to uncover problem areas that are more directly related to actual needs of the instructional technologist. The distinction made at that time between research that is conducted for a utilitarian purpose and that which is basic no longer seems as useful a distinction since today we can recognize many basic research studies that have immediate utility.

We also find that the authors of the 1959 report felt the field suffered from the lack of an adequate theory, or theoretical basis. Research efforts since that time have failed to provide an acceptable solution to this problem.

(Group 6 report continued)

It appears that as our field grows and we adapt and adopt theories of other disciplines, the lack of a theoretical base is less frequently expressed as a problem. It would seem that although this is still an important problem, many instructional technologists have more immediate concerns.

Research efforts of a useful magnitude require considerable resources. The 1959 report stated a need for better use of the resources available for research. Considerable improvement has taken place with the creation of better communication within the field as exemplified by the creation of the ERIC Clearinghouse for Instructional Technology, but it appears that there is still much room for improvement. For example, researchers often independently explore similar problems ignorant of one another's efforts, research is sometimes conducted in areas already proven fruitless, and areas being researched do not directly relate to pressing problems of educational practice.

Legitimizing the audio-visual field was a vital concern fifteen years ago. Research efforts were focused on proving the effectiveness of audio-visual materials. Experimental studies attempted to show that teaching with audio-visual materials was more effective than teaching without audio-visual materials. Current researchers are more concerned with the influence of various media, acting in concert with learner variables, various message content, environments, and a host of other interacting factors.

ISSUES AND CONCERNS

As the committee investigated the proceedings of past conferences and readings readily available, we realized that the concept of instructional technology research has changed, and continues to change rapidly. To cite specific studies demonstrating change would not be as productive as to cite concerns and issues which face us.

THE PRODUCT

The committee has expressed concern that:

1. There is an apparent lack of research productivity, which generates from the need to:
   a. Assess and synthesize available research.
   b. Survey immediate needs in practical settings and conditions.
   c. Determine the difference between known theories and immediate needs.
   d. Discover more generalizable conclusions.
   e. Generate common terminology and communicability of results between the researcher and the practitioner.
   f. Find better methods of disseminating research results.
   g. Determine procedures for obtaining problem solutions rather than symptom solutions.

(Group 6 report continued)

h. Find common forums for the exchange between researchers and practitioners.

2. There is an apparent lack of direction and purpose for assessing, prescribing, and predicting student attitudes, needs and achievement. This generates from the need to:

   a. Develop better measurement tools for assessing the students' entry behavior.

   b. Find not only differences among learners, but also similarities among the learners.

   c. Determine the processes of how students learn from the medium rather than their level of achievement using one particular medium.

3. There exists a vast amount of basic research which has not been:

   a. Consolidated into generalizable theories.

   b. Consolidated and built upon.

   c. Reviewed and adapted from other fields of research.

4. There appears to be little:

   a. Direction, purpose, and concentrated effort in the field of instructional technology research.

   b. Evaluation of the change between past and present research efforts.

   c. Development of models or paradigms suggesting courses of action and direction for researchers.

THE PROCESS

The committee has expressed concern that:

1. There is no unified network of communication between researchers for the:

   a. Consistent and critical review, consolidation, and dissemination of theories and studies.

   b. Exchange of mutual research efforts, interests, and resources.

   c. Unified and concentrated effort of resolving immediate research needs.

2. The purpose and role of research in the decision making process of instructional development and product development remains unclear.

3. There is pressing demand for:

   a. Research in the process of instructional development, identifying and validating system advantages and shortcomings.

(Group 6 report continued)

b. Research identifying support structures which contribute to work that is both field based and theory based.

c. Review, consolidation, and experimentation of:

1) Learner outcomes, learner processes, and conditions of learning. (Schalock, 1972)

2) Instructional variables and learner characteristics which will lead to methods and procedures of describing, prescribing and predicting behavior.

4. There is no statement nor evident direction of how leadership potential might be developed within the field of instructional research.

5. Extensive work needs to be done in an attempt to:

a. Make instruction more humanizing and palatable.

b. Overcome the negativism and disbelief towards research and research findings.

c. Better utilize human resources in instructional development and product development.

THE IMPLEMENTATION

The committee has expressed concern that:

1. No assessments of available methods and procedures for the implementation of research have been proposed, conducted, nor validated.

2. The roles, responsibilities, and moralities of researchers involved in the implementation of research to the various curricula have not been proposed nor surveyed.

3. Researchers should be encouraged and assisted in defining research directions and priorities. Such encouragement and assistance might be reflected in actions by graduate programs, funding sources, professional organizations, editors of journals, and societal pressures.

4. No unified and consistent research training is available to meet:

a. The specific needs of instructional developers, researchers, or specialists.

b. Changing roles, methods and procedures necessary for the researcher.

5. Lastly, the previous preoccupation of implementation and dissemination should be redefined as a function of strategies of change.

(Group 6 report continued)

MODELS AND RECOMMENDATIONS

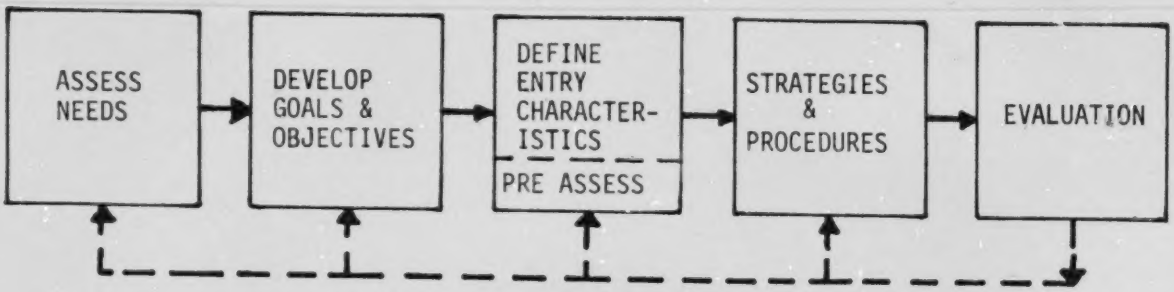
A wide variety of potential models for research in instructional technology exist. Some of these models are in use today, others have been tried and abandoned, and still others have yet to be applied.

Examples of what is broadly meant by "models for research in instructional technology" are perhaps more accurately described as patterns or traditions. In the medical research field, a strong tradition exists for clinical, non-experimental, or quasi-experimental designs. In educational research, a favorite approach for many years was "raw empericism," with emphasis on the presumed utility of large masses of data often collected with little or no prior intentions regarding its specific use. A contrasting approach can be seen in experimental psychology, in which "pure" theory-building is emphasized strongly.

It seems clear enough at this juncture that further work solidly grounded in theory is desperately needed in instructional technology. (Bruner, J.S., 1966, and Salomon and Snow, 1970; and many other related references). The model or approach we recommend would be that of programatic efforts towards theory building to yield a theory of instruction, including a theory of instructional technology. Agreement upon this point, however, does not satisfy our concern for adequate models or paradigms for research in our field. A complexity, perhaps unique to our area when compared to experimental psychology, for example, is our real and vital role as practitioners--as enablers and change agents in the improvement of instruction. There is sufficient evidence, we believe, to strongly suggest that theory-based research in instructional technology may also be of high utility for decision making and direct use in the schools. We are suggesting that learning packages and procedures generated by the research projects be used in today's instructional efforts. (See Lumsdaine, 1963, for an important statement on the unique value of sequenced, reproducable instructional instruments in their ability to not only generate data about their effect, but also about how they achieve their effects.) We seem to have a two-fold need in IT research: for immediately useful products/procedures, and for robust, adequate theory to ultimately enable us to know not just that a learning package works, but why it works. We see the "why" answers to be stepping stones taking the researcher toward a long range goal: the ability to predict. To be of continuing service now and in the future our theory building efforts can and should be directly related to field needs. A problem, however, is how to do both: solid theory building, and achieve immediately applicable results. The preponderance of opinion among educational researchers outside of instructional technology would be that to do both would be unwise, unnecessary, and impossible. There seem, however, to be a number of examples of research approaches in instructional technology that can do both. Perhaps we should draw upon our field's best methods of working on problems. Use of our tools may well be of more real help in generating better immediate and long term output than with strictly "pure" developmental, or "pure" basic research.

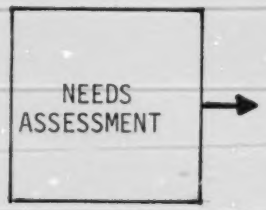
The model depicted below is a simple model of the instructional process. There are many models to choose from. For example, the Instructional Development

An Approach to Identifying Needed Research in Instructional Technology: Drawing Research Problems From Elements and Relationships in Instructional Systems Models, in Combination with Variables from Related Bodies of Knowledge.




Institute (IDI) model could have been used. This model includes nine functions and is more complete. However, while complete, it may be too confusing, given the short time available to sufficiently develop the framework within this paper. Therefore, a more simple model has been used.

Each of the functions in the model will now be explained and in addition examples of research questions will be listed for each function.




1. Needs assessment

   a. Explanation of function

      This involves an investigation of the target population for the purposes of identifying needs not presently being met in the existing instructional environment. Included are discrepancies between what needs the system purports to meet but does not and identification of needs not presently addressed in the system.

   b. Research concerns

      Research in this area has not as yet been well defined. But it will involve such issues as clarifying values, techniques for analyzing the environment, etc.

2. Develop goals and objectives

   a. Explanation of function

      This is a comprehensive and involved function which translates the needs identified in the previous function into general purposes or goal statements and then into a more explicit behavioral objective form. Included also is an analysis of this terminal objective for the purpose of generating the enabling objective. The immediate output of this analysis could be in the form of a learning hierarchy. (Gagné, 1968)

   b. Research questions and concerns

      1) In what manner should objectives be presented (if at all) to students?

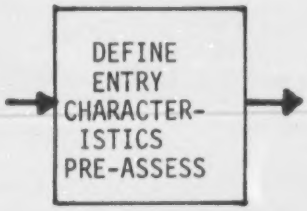
      2) Does the presentation of various levels of objectives have a differential effect on the learner?

      3) Are objectives more valuable for aiding the teacher in carrying out instruction rather than for an organizing effect when presented to students?

      4) Are there various ways to validate learning hierarchies?

      5) Does using a learning hierarchy increase the probability of successful teaching?

      6) What are alternative task analyses techniques in the domains other than intellectual skills?




3. Define entry characteristics pre-assessment

   a. Explanation of function

      This again is a quite complex function involving the determination of relevant student entry characteristics (aptitudes, prerequisite skills, conceptual level, intellectual development level, etc.) and the pre-assessment of such characteristics as students enter the systems.

b. Research questions and concerns

1) Does systematic pretesting of students based on the objectives generated in a learning hierarchy provide an optimal beginning point for each student?

2) A major concern which is readily identifiable when addressing this function is the aptitude x treatment or trait x treatment interaction controversy. A significant difference in research of this nature when carried out within a systems paradigm would be the prior designation of objectives specified according to levels. (Bloom, 1956) or learning types (Gagné, 1970)

4. Strategies, procedures, activities

a. Explanation of function

During this function the primary emphasis is determining the means to the already stated ends (objectives) given specified entry characteristics of students. This is a critical function in instructional technology since it involves media selection decisions.

b. Research questions and concerns

Although this is a discussion of research within a sub-component of the model this section will be more complete and complex since it is a major focus in this paper.

One means of enhancing the probability of high utility and relevance of research efforts in strategies, procedures and activities is through multi-dimensional factor combination. A problem area formulation model based on a multiple factor approach is presented in Figure 1.

While time and space limitations do not allow a full explanation of Figure 1 some of its primary aspects should be described.

First the model basically takes sets of variables and allows or forces their intercombination. Each set of variables as listed is only the broadest kind of indicator, which in point of fact bears extensive breaking out to yield researchable variables. Furthermore, the lists of variables themselves are only possibilities. For example, the "types of learning" dimension of Gagné (1970) in Figure 1, could be substituted or supplanted by another formulation on learning outcomes such as the Taxonomy. (Bloom, 1956)

A MODEL FOR GENERATING RESEARCH QUESTIONS
IN STRATEGIES, PROCEDURES, & ACTIVITIES

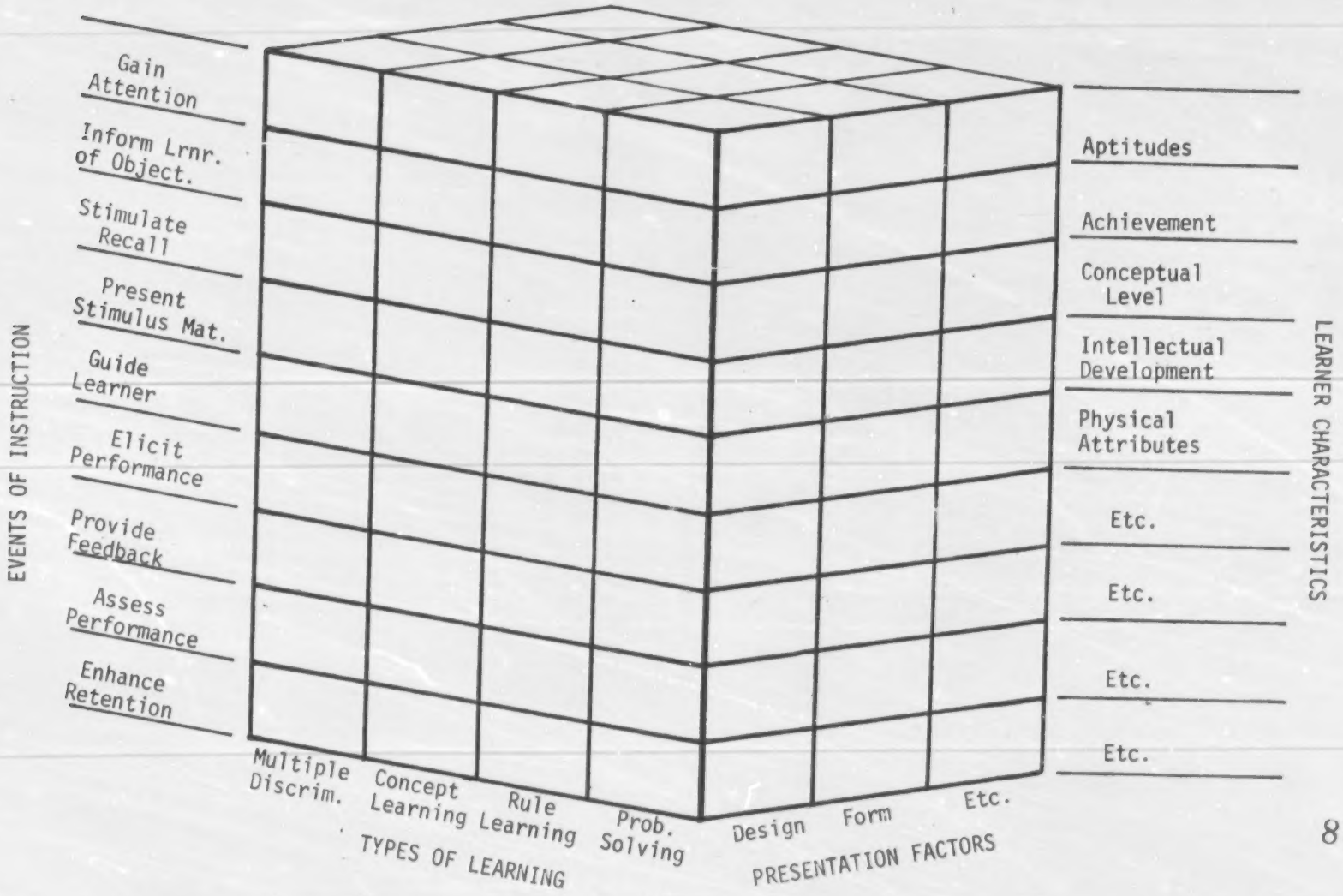



Figure 1

(Group 6 report continued)

The model includes four dimensions, each with various factors:

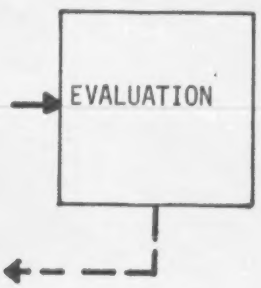
1) Events of instruction - these are designed to take the learner from "where he's at" in the beginning of a lesson to the achievement of the objective. Gagné & Briggs (1974) list nine such events. They point out that the sequence is only probable, not invariant, and that all events do not have to occur for every lesson.

2) Types of learning -(Gagné, 1970) included in the model are types 5-8 only since most content taught in school would be included in these four.

3) Learner characteristics - this variable includes five defined areas. The number of characteristics to consider could be more or less. For our purposes the number is not important but rather that one realize such characteristics do cross with events of instruction and learning type.

4) Presentation factors - these additional variables could be considered for all cells in the 9x4x3x9 cube.

It is not the intent of this model to suggest that all research in this area include this four-way interaction. Rather the intent is to depict in a meaningful manner the relationship among such variables so that all could generate better research questions. For example, one could consider only two factors such as an event of instruction by type of learning design. A third variable such as conceptual level could be added and then of course a presentation variable. The reader is encouraged to consider his or her own designs to test the feasibility of the model.




5. Evaluation

a. Explanation of function

The function of evaluation is two-fold: 1. to provide information about those students who have attained the objectives, and 2. to provide information about the effectiveness of instruction.

(Group 6 report continued)

b. Research questions and concerns

1) A major concern is the development of appropriate criterion referenced techniques.

2) To establish the relative value of norm versus criterion referenced techniques.

3) Establish feasible formative evaluation procedures.

RESOLUTIONS

WHEREAS, research concerns are specifically itemized and stated in the report of Group 6 of the 20th Annual Lake Okoboji Educational Media Leadership Conference, and

WHEREAS, certain acute problems emerge from study of this report, therefore,

BE IT RESOLVED, that the Board of Directors of the Association for Educational Communications and Technology:

1. Establish a means for a research-in-progress information exchange.
2. Promote establishment of a framework of research needs to better coordinate the efforts of instructional technology researchers.
3. Encourage a research needs assessment which considers the person; his/her skills, attitudes, and societal/cultural differences by use of its administrative structures and publications.
4. Encourage instructional technology researchers to examine instructional systems design models as a base for generating research ideas.

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# A PROGRAM FOR THE TRAINING OF INSTRUCTIONAL TECHNOLOGISTS AS AGENTS OF CHANGE

GROUP 7 - Committee Members

Jacqueline Blondin
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*I will pay more for the ability to deal with people than any other ability under the sun.* (Koontz & O'Donnell, 1968)

## RATIONALE

Instructional technology is a people business. Its aim is to bring about more efficient and effective learning in students.

To meet this goal requires instructional technologists trained in specified competencies. It has been suggested elsewhere that one of the functional elements of instructional technology is that of CHANGE AGENCY. (Summary Report of the Lake Okoboji Conference, 1973)

The notion that the instructional technologist must be a change agent is not new to the field. An informal unpublished survey at the Okoboji Leadership Media Conference (August, 1974) indicated the majority of participants supported this view. The JIMS Study (Hyer, et al, 1971) suggests that one element of a training curriculum should be in the area of "adapted skills." These skills which permit the individual to adopt the various physical, interpersonal and organizational environments are basic to job performance:

> They are rarely stated or recognized in standard job descriptions but they are frequently the key to successful or unsuccessful job performance and vital to the successful performance of an organization. (Hyer, et al., 1971)

The JIMS Report declares, however, that while such change skills are critical, it is very hard to design curriculum to train someone to acquire these competencies. "Rather, they are skills which one assumes or hopes that an instructional technologist possesses." (Hyer, et al., 1971)

Again, with reference to the informal Okoboji survey mentioned above, it is apparent that many leaders in the field see a need for training instructional technologists in the skills and competencies of a change agent. Sadly, but not unexpectedly, the same survey confirmed that little specific training is occurring which is directly centered on instilling these skills.

The apparent popular conceptual model of the instructional technologist functions is one which views the change agent role at the center of all training surrounded by and included in segments of specific training components. (See Figure 1).

FUNCTIONAL ELEMENTS OF THE INSTRUCTIONAL TECHNOLOGIST AS A CHANGE AGENT: A TRADITIONAL VIEW

Figure 1

(Group 7 report continued)

This conceptualization is supported by preliminary analysis of the Okoboji survey in which the majority of participants indicated that any skills in change agency generally occur only within the confines of other content-specific courses or training experiences.

The authors of this report believe that there now exists a substantive body of knowledge about the change process. This knowledge includes not only theoretical propositions but also has reached a level of sophistication whereby techniques for the application of these propositions are being developed. The authors further submit that professional training programs in Instructional Technology must begin to incorporate into their existing programs those courses and experiences which impart to the trainees such specific skills in producing change.

## INTRODUCTION

With the above rationale in mind the authors propose the following conceptual model containing the functions performed by an instructional technologist. (See Figure 2). Please note that, unlike Figure 1, the designation "Change Agent" has now been replaced by the functional category "Change Agency" and has been entered among the other recognized areas of training competencies.

FUNCTIONAL ELEMENTS OF THE INSTRUCTIONAL TECHNOLOGIST: REVISED

Figure 2

(Group 7 report continued)

Listed and described on the following pages are some major skill areas identified within the function of change agency. The four areas are: (1) organizational skills, (2) socio-psychological skills, 3) creativity skills, (4) communication skills. (See Figure 3). Under each skill heading is a breakdown and description of some of the specific competencies required to attain that skill.

It is important to note that the authors do not presume the work which follows to be complete. That which is presented represents the group's (with the aid of consultant help) best professional judgments within the time period allocated for the production of this working paper.

ORGANIZATIONAL SKILLS

LEADERSHIP

Motivation
Conflict Resolution
Action Planning
Understanding Human Needs
Risk Taking

AWARENESS OF INTER-FACING SYSTEMS

Analysis of Natural Systems
Analysis of Contrived Systems

To effectively function in the role of a change agent, the instructional technologist must possess certain organizational skills which, until now, has traditionally been taught under the umbrella of business and management as well as in the recently developed field of systems analysis.

These organizational competencies are categorized into two sections: leadership and awareness of inter-facing systems.

A number of leadership skills have been identified. Many of these skills are closely aligned to those competencies listed under the socio-psychological heading and are placed here by virtue of their specificity to the organizational process. To instigate and facilitate change through effective leadership the instructional technologist must have abilities in motivating people and in resolving conflicts. He should be able to anticipate and plan for the interaction of the ideas, persons and things with which he deals. The change agent must understand and be able to deal with human needs. He should have a working knowledge of Maslov's hierarchy of needs, McCellens work in the need to achieve, and other theory and research concerning the human animal. The instructional technologist needs to understand that the role of the change agent, as a leadership role, involves risk taking. Training should include mechanisms that will allow him to cope with this reality.

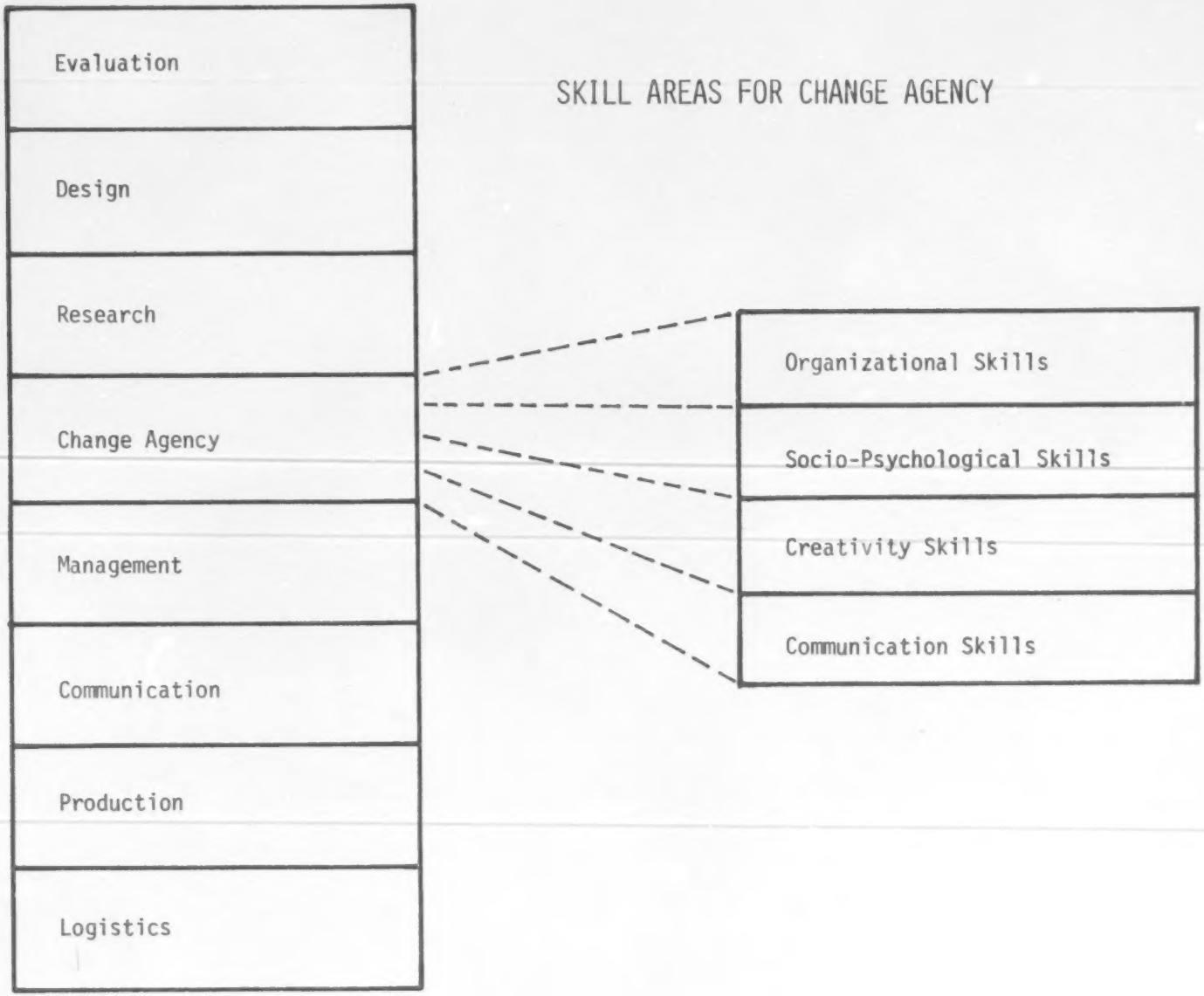
SKILL AREAS FOR CHANGE AGENCY
Evaluation
Design
Research
Change Agency
Management
Communication
Production
Logistics
Organizational Skills
Socio-Psychological Skills
Creativity Skills
Communication Skills

Figure 3

(Group 7 report continued)

The second category of organizational skills needed by the change agent can be described in terms of an awareness of the systems with which the instructional technologist interfaces. These interfacing systems are of two types and require different sets of competencies. The instructional technologist must be prepared to analyze natural systems. Among these is the social system. Informal relationships, hidden power structures and sociological networks are all considered in this term. Non-natural or contrived systems are the other type with which the instructional technologist must be prepared to deal. Included in this are those formal organizations and chains of command in the academic and academic-business world. Another type of contrived system is the information system which can be either human or machine oriented.

SOCIO-PSYCHOLOGICAL SKILLS

BEHAVIORAL MODIFICATION

Conditioning
Transactional Analysis
Dissonance

DYNAMICS

Dyadic
Group

SENSITIVITY TRAINING

A vital area to the training of the instructional technologist if he is to be proficient in changing his surroundings, is the acquisition of socio-psychological skills. These are competencies specifically dealing with the manipulation of people to affect change. If the instructional technologist is to be a modifier of the behavior of others, he needs to develop competencies in the techniques of conditioning and in methods of arousing and ameliorating dissonance. The instructional technologist should be competent in the analysis of human relations and transactions on the interpersonal and affective levels. The training program should include skills in dyadic and group dynamics for an effective agent of change must be sensitive to the needs and feelings of others and capable of reacting in specific and effective ways to them.

CREATIVITY SKILLS

PROBLEM AWARENESS

GENERATION OF IDEAS

Convergent Thinking
Divergent Thinking
Brainstorming Inquiry
Successive Approximation
Vertical and Lateral Transfer

FORECASTING

The impetus for change is often the availability of new ideas. An important skill area for the instructional technologist, therefore, is creativity.

(Group 7 report continued)

Creativity as a field is presently poorly defined and in a state of flux. Nevertheless, there exists a number of effective techniques for stimulating creative thinking. The instructional technologist should be sensitized to be "problem aware" through techniques such as role-playing, simulations and case study.

Once a problem is perceived, a change agent must be able to define it and creatively arrive at possible solutions. The instructional technologist should be trained to do both convergent and divergent thinking. He should be proficient in the techniques of inquiry, brainstorming, successive approximations and other idea-provoking methods. Conceptual models of thought processes such as the matrix of vertical and lateral transfer should be learned.

COMMUNICATION SKILLS

PERSUASION

Propaganda
Logic
Message Design

DISSEMINATION AND DIFFUSION

Of Information
Of Innovation

INTERPERSONAL

Verbal/Non-verbal
Basic Human Relations
Empathetic Perception, Interpretation and Analysis

Although new ideas are often the starting point for change, in and of themselves they are unable to bring it about. The instructional technologist must have skills in communicating for the express purpose of instigating and facilitating change. Competency in general communications is necessary but not sufficient for change agency.

The effective change agent should be trained in the techniques of persuasion. He must understand and be able to use methods of propaganda. He should understand logical relationships and be able to clearly explicate them.

The change agent must be skilled in the dissemination and diffusion of change. He must be competent in the techniques of spreading both information and innovation.

The instructional technologist must be trained to communicate with and influence people on an interpersonal level. He must be able to encode and decode verbal and non-verbal forms of communication.

He needs training in human relations and must develop competencies in empathetic perception, interpretation and analysis. Such training should make him culturally sensitive as well. Training techniques might include role-playing, simulations, socratic and practicum experiences.

(Group 7 report continued)

ETHICAL CONSIDERATIONS--A BRIEF NOTE

The authors are aware of several ethical and moral considerations related to advocating the type of training proposed in this paper. While we are convinced such training is a necessary component of an effective change agent's repertoire of skills, we freely acknowledge our inability to see clearly what potentially deleterious effects such training may have. Among the concerns we have identified are the following: How will the trainees themselves be changed through participation in the training? What are the safeguards to prevent the trainees from using these skills for socially destructive ends? Will the general citizentry react negatively to such training methods and goals? Can such training be considered "humanistic"? (We believe it can.)

Surely there are a host of other questions as well. Our purpose has been to simply alert the reader that he is about serious business when he contemplates the training of individuals for the express purpose of imparting to them the skills which will permit these same individuals to influence and persuade others who, in turn, directly influence the nation's children.

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## THE STATE AFFILIATE MEDIA MERGER MUDDLE

GROUP 8 - Committee Members

Ellen Lou Aulds
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Robert B. Lindemeyer
Ruth C. McMartin
Donald L. Winsor

INTRODUCTION

Recurring talk and action concerning the merging of state affiliates in the media field makes this a most propitious time to examine the current status of mergers. The delegates represent a majority of states and we feel the delegates, our human resources, are an appropriate source of information on the current status of the merger situation. Additonally we could also conduct more extensive interviews with persons who had either recently been closely involved with apparently successful mergers or had had direct experience with unsuccessful merger attempts. The following report is drawn primarily from these interviews and completed questionnaires. A limited amount of written materials was available to us in the Learning Resources Center.

(Group 8 report continued)

Thirty-one states were represented in the returned questionnaires. Eight of these states have merged affiliates. The remaining twenty-three states are either facing the merger question or will probably face it in the next ten years.

Two tables and accompanying interpretation containing the results of our survey briefly present the findings. Stress is placed upon the replies from the delegates who belong to merged affiliates and those seriously considering merger.

MERGED AFFILIATES (See data, page 92.)

The following observations were made:

Approximately 25 percent of the replies represented indicated state merger had been completed. There were further indications that the organizations with the largest number of members took longer to complete planning and pre-merger studies than did organizations with small membership counts.

The range of time from pre-planning stage to complete merger was from one to five years; the state with the largest membership, Florida, with approximately 2,000 members, required a planning period of five years.

All states which have merged are affiliated on a national level with both AECT and AASL.

The states which first initiated the merger process were Florida and Oregon. Their original planning began in 1967. North Dakota was the first state to accomplish merger, completing the process in 1970.

Correlation between accomplished mergers and state education department policy on certification was difficult to draw, particularly because of the diverse terminology. Two states required certification as Educational Media Specialists; two states required library/media combination; one required library only and two asked for teacher certification with library endorsement.

THE MERGING PROCESS

A study of the questionnaire results indicated that there is a sequential order of functions performed by participating organizations prior to, during and following the merger process.

The merger committee collected, studied and compiled the following list of steps taken in the merger process. The list is a summary of steps taken by those state affiliates which have undergone merger prior to the 1974 Okoboji Conference and reported by the conference delegates at the conference.

A sequential compilation of the merger process follows.

1. Participating organizations began discussions separately.
2. Individual merger study committees formed.
3. Combined activities, i.e. conferences.

MERGED AFFILIATES

| State | Year of Merger | Planning Period | Membership | Merging Organizations | Applicable Certification | State Affiliations | National Affiliations |
|---|---|---|---|---|---|---|---|
| Florida | 1972 | 5 years | SL - 1200<br>AV - 700<br>TV - 100 | Not reported | Educational Media Specialist | Not reported | AASL<br>AECT |
| Iowa | 1972 | 3 years | SL - 500<br>AV - 200 | Not reported | Media Specialist | ISEA | AASL<br>AECT |
| Maine | 1974 | 2 years | Not reported | SL<br>AV | Library Media Certificate | MEA<br>MASCD<br>MALA | AASL<br>AECT |
| Michigan | 1973 | 3 years | SL - 900<br>AV - 500 | MASL<br>MAVA | Teachers with Library Endorsement | Not reported | AASL<br>AECT |
| Montana | 1974 | Not reported | SL - 500<br>AV - 35 | MLA<br>MIMA | Library | Not reported | AASL<br>AECT |
| North Dakota | 1970 | 1 year | SL - 50<br>AV - 20 | Library Section, NDEA<br>AV Section, NDEA | Teachers with Library endorsement | NDEA | NEA<br>AASL<br>AECT |
| Oregon | 1971 | 4 years | Not reported | OIMA<br>OASL | Ed. Media Specialist | None | AASL<br>AECT |
| South Dakota | 1973 | Not reported | Not reported | Not reported | Library Media Certificate | Not reported | AASL<br>AECT |

(Group 8 report continued)

4. Joint merger exploration study - planning committee.
5. Polling of ALL members.
6. Joint constitution writing - revision committee formed.
7. Joint meeting for discussion.
8. Constitutional amendments.
9. Appointment of committees - recommendations.
10. Interim board conducts election.
11. Vote - utilize lawyer for legal clarification.
12. Interim committee.
13. Mock wedding.
14. Naming committee.
15. Dissolve parent organizations.
16. Elections.
17. Installation of officers.

MERGER BENEFITS

Benefits were listed by each of the eight merged affiliates. A listing of the categories and the number of states selecting each follows:

| Item | Number of Affiliates |
|---|---|
| 1. Increased interaction and cooperation | 6 |
| 2. Stronger organization | 6 |
| 3. Larger membership | 6 |
| 4. Less expensive | 2 |
| 5. Broader base and more diversity | 2 |
| 6. Reflects changing job roles and functions | 1 |
| 7. Better PR for the profession | 1 |
| 8. Real grass roots participation--Regional Divisions | 1 |
| 9. Improved conferences--Broader base of talent | 1 |

Items two and three are quite closely connected yet item two represented action while item three implied strength due to size. Items four through nine could prove beneficial to others as each affiliate considers utilizing the ideas presented.

(Group 8 report continued)

PROBLEMS AND SOLUTIONS

An analysis of questionnaire data and interviews with leaders of merged organizations reveals some common pitfalls and problems as well as some recommendations for their avoidance and remediation.

Initial Discussion Stage

| Problems | Solutions |
|---|---|
| Confusion and misunderstanding of the general membership | Merger committees and leaders must work to insure full and common communication and interaction. |
| Conflict over small details | Although ultimately the nitty gritty must be resolved, early agreement on common goals and objectives helps to establish communication and justification for compromise. |
| Small group of diehards block will of majority | As discussion and interaction continue, sample the will of the membership utilizing mail ballot.<br><br>Remember it takes time. |

Agreement and Interim Stage

| Problems | Solutions |
|---|---|
| Conflict over wording of constitution | Utilize an attorney in final drafting. As a third party, his wording is more readily acceptable, and insures non-tax status of new organization. |
| Interim board conflicts | Keep the interim board relatively large to insure true representation. |
| Initial elections | Insure a slate of candidates representing all areas. |
| Logistics | During both initial and interim stages the logistics are many, particularly if communication with membership is adequate, so be prepared, utilize an executive secretary if possible, and do not overburden those responsible for negotiation. |

(Group 8 report continued)

Post Merger Stage

| Problems | Solutions |
|---|---|
| Expanded size and diversity breeds fragmentation | Following the wedding, the marriage must be consummated. Leadership must work to insure relevant and stimulating activities based upon common goals and also insure adequate programing for special interests. |

AFFILIATES CONSIDERING MERGER
(See data page 96. )

1. State organizations from all parts of the United States are represented.
2. Possible affiliates include audiovisual groups, usually school librarians, two cases of library associations, and in one case the state ASCD affiliate.
3. Workshops, cooperative joint committees, and conventions appear to be the more common activities currently being utilized by affiliates approaching the merger decision.
4. AECT and AASL are being considered for national affiliation by the proposed merger groups.

AFFILIATES NOT CONSIDERING MERGER

Additional replies were received from eleven states. New York has shown no desire to consider merger. The remaining ten indicated varying degrees of cooperation with school library and curriculum development groups. These ten are Arizona, Arkansas, Georgia, Illinois, Indiana, Kentucky, Louisiana, Missouri, Pennyslvania and Utah.

The cooperation consisted of joint meetings, legislative action, representation on each other's executive boards, and many members in common. The frequency of these ventures varies from state to state.

WRAP-UP

Responses, both written and verbal, reflected both enthusiasm and gloom. Obviously merger is here, and yet it is not here. Three broad options have been available to each affiliate considering merger.

1. Affiliates may plan and work, perhaps utilizing the suggestions listed under the Merging Process, for a merger of two or more groups. Diversity of size, strength of affiliates, and commoness of direction will have an impact upon the success or failure of the effort.

## AFFILIATES CONSIDERING MERGER

| State | Affiliation Pending | Member-ship | Merging Organizations | Applicable Certification | Current Progress | Cooperative Activities | Under Consideration | State Affiliation | National Affiliation |
|---|---|---|---|---|---|---|---|---|---|
| Alaska | 3 years | | Alaska LA<br>IMA | None | Standstill | None | None | None | AECT<br>AASL |
| California | 4 years | | CAEMT<br>CASL | | March '75 will tell | Committees<br>Convention<br>Workshops | | ACSA | AECT<br>AASL |
| Colorado | 5 years | | CAVA<br>CASL | | Slowly but w/strong support; vote Feb. 1975 | State Convention; Joint Board meetings | | | AECT<br>AASL |
| Connecticut | 1 year | | CSLA<br>CAVEA | | Orderly | | | | |
| Massachusetts | 2 years | 450<br>250 | MAECT<br>MSLA | | Task force of 2 groups meeting regularly | | | MEA | AECT |
| Minnesota | 2 years | 412<br>800 | AVCAM | School Lib'n.<br>AV Director<br>AV Coordinator<br>Media Generalist<br>Media Supervisor | Slowly | Joint committee; joint membership forms | | | AECT<br>AASL |
| North Carolina | 5 years | 98<br>300<br>700 | NAECT<br>EMA<br>NCLA | | Establish joint council | Joint meetings | | | AECT<br>AASL |
| Ohio | 1 year | 375 | EMCO<br>OASL | Media Specialist | 2 year Ad Hoc Study Committee | Cooperative Leadership Conference 2/75; Convention, 11/75 | | | AECT<br>AASL |
| Oklahoma | 5 years | | OAAMT<br>OASL | AV Specialist<br>School Lib'n. | Merger uncertain | Good cooperation | | | |
| South Carolina | 3 years | | SCAECT<br>SCASL | Library | Satisfactory | | | | AECT<br>AASL |
| Texas | 2 years | 600<br>2000 | TAET<br>TASL<br>TASCD | | Some | Workshops and merger meetings<br>Cross committees | | TSTA | AECT<br>AASL |
| Washington | 5 years | | WAECT<br>WSASL | Teacher/<br>Librarian | Establish Coordinating Council | Conferences; certification; governmental influences | | | AECT<br>AASL |
| Wisconsin | | | WAVA<br>WASL | | Big problem 5 months ago | | | | |

(Group 8 report continued)

2. Affiliates may decide to work in a close cooperative effort, securing some of the benefits of merging, while retaining the independence of each group.

3. Finally, either after seriously considering and perhaps voting on merging, or not even taking initial steps toward merging, affiliates may continue on independent courses, occasionally working together but not to any great degree.

The second option provides breathing space for those affiliates tentatively considering merger. Joint meetings, representation on each other's Boards, cooperative Board meetings, and concerted legislative action provide opportunity for assessing probable merger value for each affiliate. Merger quite likely will result judging from the records of those states that have merged or are considering a merger.

* * * * * *

## ALTERNATIVE SYSTEMS

GROUP 9 - Committee Members

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Francis Moakley
Dennis Myers
Gary Saretsky
Kenneth Silber

### INTRODUCTION

Educational technology does not operate in a vacuum. It operates, according to "The Field of Educational Technology: A Statement of Definition" (AECT Definition and Terminology Committee, 1972) in a social and professional context. An important part of that social context of the field is the existence of alternative institutions to facilitate learning.

While we continuously evaluate the role of educational technology and the educational technologist in the predominant public school system, we have paid little attention to the existence, importance, and implications of other alternative systems which also facilitate learning. The definition statement makes clear the importance of addressing ourselves to <u>all</u> alternatives.

It is not important with which of these (alternative) formats the educational technologist agrees, for they exist regardless of agreement or disagreement. It is important that two things be recognized about them: First, there is a definite role for educational technology in each of these alternatives. The role may differ from one to the next, but the field can serve them all through the identification, development, and organization of learning resources. Second, it is the techniques and resources of the field of educational technology which make possible the existence of these alternative institutional forms for facilitating learning. (p. 43).

(Group 9 report continued)

One of the purposes of this report is to test these assumptions. A second purpose is related to the "common rhetoric" about educational alternatives. One often hears, for example, that the "open classroom" is "better, more free," and "more humanistic" than the "traditional system." This report attempts to cut through these affective, general, and unclear statements by analyzing several alternatives according to an extensive list of components of educational systems, identifying in what ways they are different and in what ways they are not, and analyzing whether the alternatives have differences that are of real educational significance or are merely the same system with a new name.

OBJECTIVES

From these general purposes, we derived the following specific objectives for our inquiry:

1. Identify types of alternative institutions which facilitate learning.
2. Identify components of these systems which needed systematic examination in order to define each system.
3. Identify and classify the components in each system, and organize the data in a matrix format.
4. Compare the alternative systems in terms of the components, identifying differences and similarities.
5. Examine the premise that the alternatives are really alternatives to each other.
6. Explore the role of educational technology and the educational technologist in each of the alternatives.
7. Draw conclusions about the implications of alternatives and their impact on educational technology.

ALTERNATIVES

Some literature uses the term "alternative" to mean "alternative to the traditional public school system." This report takes a different view. It uses the term "alternative" to indicate that "all systems are alternatives to each other"; i.e., the public school system is, also one of many possible alternative institutions which can facilitate learning. The AECT Definition Statement indicates the existence of five types of alternatives: current school system, remote or mediated educational program, innovative education, free school, learning network. We elected to analyze a specific example of each of these types except for free schools (which are dying out due to lack of funds). Specific alternatives examined were: a traditional classroom in a traditional school, open concept/classroom within a traditional school system, the SUN multi-media non-traditional higher education system (Cavert, 1974), and a proposed future oriented living/learning system (Silber, 1972). Definitions for each of these alternatives are presented in Table 1.

## DEFINITIONS OF THE ALTERNATIVE EDUCATIONAL SYSTEMS:

Traditional system: the present day public school system.

Open classroom within a traditional system: a classroom based on the principles of the British primary schools which exists within a traditional school.

Open Higher Education: an open entry multi-media post secondary system primarily designed for adults (S-U-N is used as example, there are many others).

Living/Learning System: a non-traditional system designed for a new town which is based on the notion that everybody is a life-long learner and a resource.

## SOME COMPONENTS OF THE ALTERNATIVE SYSTEMS:

System goals: stated and unstated goals of each system.

Student goals: goals that the student would desire.

Antecedents: projects and purposes that are predecessors to the system.

Philosophical assumptions: philosophical basis of the system, usually stated in terms of view of students.

Nature of knowledge: the way that the content disciplines are used and viewed.

Norms: standards that people accept as governing their own conduct.

Evaluation purposes: the uses of and reasons for student achievement evaluation and course or product evaluation.

Evaluation techniques: types of techniques and instruments that make possible the fulfillment of evaluation purposes.

Instructional management system: what a management system will accomplish.

Access to instruction: requirements for student to enter the educational system.

Motivational strategies: explains from where motivation to learn comes - internally from the student or provided by a teacher, media, etc.

Dissemination strategies: how the system makes information about itself known and also how students get into the system.

Pedagogical strategies: how we design and deliver instruction.

Curriculum: the organization and choice of content disciplines.

Learning environment: the setting for learning.

People's roles: the roles played by people in the system such as administrator, teacher, student, and parents.

Community role: does the immediate community play a part in the system?

Social structure: the way in which the roles people play in the system relate to other roles.

External influences: any agencies outside the educational system that affect that system in some way.

Interface with other institution: any direct relationships with other institutions.

TABLE 1

(Group 9 report continued)

COMPONENTS

An initial list of components was developed through the brainstorming process. To test the extensiveness of the list, and its clarity, specific examples of the components were generated for the "open classroom" alternative. Based on this tryout, the list was modified. It became necessary to re-examine the list for each new alternative (see Conclusions for an explanation). The final set of components was: system goals, student goals, antecedents, philosophical assumptions, nature of knowledge, norms, evaluation purposes, evaluation techniques, instructional management system, access to instruction, pedagogical strategies, curricula, motivational strategies, dissemination strategies, learning environment, people's roles, community role, social structure, external influences, interface with other institutions, fiscal support, expenditures, resources used, resources role in learning, role of the field, and role of profession. Definitions for each of these components are presented in Table 1.

MATRIX - AXES AND CELLS

The alternatives and components were then put on the horizontal and vertical axes of a two-dimensional matrix.

Each cell in the matrix (that is, each component of each alternative) was then identified in terms that were specific and easily compared with terms in other cells. The completed matrix, which represents the description of each of the alternatives, is presented in Table 2.

COMPARISON

Comparison of the alternative educational systems was made possible through examination of some of the components of each system. Major differences between the systems are best described in the following components: system goals, student goals, philosophical assumptions, evaluation purposes, access to instruction, people's roles, and social structure.

In examining the component "system goals" in Table 2, the most important goal of each system has been listed in abbreviated form. For example, the seven cardinal principles of education (e.g., use of leisure time, physical health and well-being, preparation for work, etc.), acceptance of authority, and enculturation are implicit goals of the traditional educational system.

The "system goals" component has the seven cardinal principles for education listed for three of the four alternatives which demonstrates that some societal beliefs influence our present educational systems very heavily. Whereas, the living/learning system is completely oriented to the learner. As a system, its only goal is to help learners determine their own goals. Independence and decision-making development are the system goals. The open higher education system shares the goal of aiding learners to reach their own goals with the living/learning system, but is not oriented toward developing independent action. By analyzing the rest of the components in a similar manner, it is possible to see the similarities and differences among the systems.

TYPOLOGY OF ALTERNATIVE SYSTEMS

| Components | I - Traditional | II - Open Education | III - Open Higher Education (S-U-N) | IV - Living/Learning System |
|---|---|---|---|---|
| System goals | 7 cardinal principles, acceptance of and dependence on authority, enculturation, basic knowledge, skills, attitudes, learning to work in industry | 7 cardinal principles, skills, attitudes, self-actualizing, individual and group decision-making | Provide opportunity for adults to reach their own goals | Independence and decision-making on the part of students |
| Student goals | None | Self-actualization | Career advancement, career change, enrichment, individual goals determined by individual learners | Individual goals determined by individual learners |
| Antecedents | Perpetuation of the church; child labor laws | British primary schools; reaction to dissatisfaction with status quo; free schools; child development (e.g. Piaget); progressivism (e.g. Dewey) | Open university; Empire State College; UWW; U. of Air; Sesame Street; MPATI; Continuing Education, Adult Education | Illich<br>Leonard<br>Futurists<br>Marx<br>Communes<br>Agraian vs. Industry |
| Philosophical assumptions | People must be forced to learn; people need to be controlled | Desirable for student to take increased responsibility for own learning; process is more important than content | Education is a lifetime pursuit; society will benefit from more highly educated adults; desirability of student-chosen studies | People want to learn; learning is life and life is learning; People must be involved in decisions that affect their lives |
| Nature of knowledge | Knowledge is fixed; information is factual | Usually fixed | Knowledge fixed; information is factual | Information is not necessarily factual; belongs to all people; changeable |
| Norms | Only way to learn is to be taught by a teacher; only things worth learning are taught in school; learning is recognized through certification/accreditation | Only things worth learning are taught in schools; learning is recognized through certification/accreditation; however, student is able to input into selection of tasks | Only things worth learning are chosen by academically respectable university faculty; learning is recognized through certification/accreditation | Independence, individual and social responsibility |
| Evaluation purposes | Maintenance of power; description; certification/accreditation; sorting out; ranking; differentiation | Diagnostic ranking; description; accreditation/certification | Varies from course to course; diagnostic; certification; needs assessment; course revision | Feedback to student about progress; certification; selection of resources; data about learning resources; student affect |
| Motivation strategies | Primarily extrinsic; aversive control | Primarily intrinsic | Intrinsic; external; provided somewhat by TV and materials | For learners; intrinsic and extrinsic; for resource person - feedback on performance; learning in return |
| Dissemination strategies | System - legislation for mandatory attendance; student - mandatory enrollment | System - from mass media; student - mandatory and optional | System - Mass media coverage; mailings; personal interviews with S-U-N staff | System - New towns; word of mouth; student - reorientation use (try it) |

TYPOLOGY OF ALTERNATIVE SYSTEMS - Table 2 continued

| Components | I - Traditional | II - Open Education | III - Open Higher Education (S-U-N) | IV - Living/Learning System |
|---|---|---|---|---|
| Evaluation techniques | Standardized norm-referenced | Criterion and norm referenced standardized | Criterion - referenced | All techniques used (e.g., performance, work samples, interviews, tests, etc.) |
| Instructional management system | Record student progress; accreditation | Chart individual growth; facilitate achievement | Provides progress feedback to students and S-U-N development teams | Gather learner data; gather resource utilization data; makes objectives and resources available |
| Access to instruction | Enrollment age limitation building-based; teacher and other certified personnel | Enrollment building-based teacher, mediated teacher and non-certificated personnel | Open entry with possible constraints of time, money or lack of other resources | Open; universal, no age limits; inter-person contracting; community-based |
| Pedagogical strategies | One-too-many talking, telling | Discovery learning; developmental; decision-making; individual and group activity | TV-based; systematic design of instruction; concern for cognitive and affective | Competency-based; all ways available |
| Curriculum | Fixed; linear stages; spiral development | Fixed; linear stages; spiral development | Linear; somewhat flexible; very similar to traditional college curriculum with the possibility of service and enrichment courses | Learner-selected; personalized |
| Learning environment | Rigid; mechanistic; highly structured | Open access; simultaneous activities/interest centers; noisy; high level of stimulation; alternative utilization of school space | One that student creates for self | Entire community |
| People's roles | Student - passive recipient of information; Teacher - information dispenser; controller Parents - minimum participation; Administrative - support: fiscal; logistical; control | Student - cooperator; input to decision-maker; produce knowledge; Selector of learning environment Teacher - facilitator; tutor; counselor; evaluator; manager Parents - selector of alternatives; assist and involved in classroom; obtain resources; Administration - support; fiscal and logistical; shared decision-making | Student - active role; selector of educational experiences; creator of instructional setting; self-diagnosis; Other roles - content specialist; instructional designer; evaluators researchers; producers; tutors; learning resource center counselor | Everybody a learner and resource; womb to tomb; no full time educators; All people perform functions to facilitate learning |

| | | | | |
|---|---|---|---|---|
| Community role | Minimal participation; provide fiscal support | Provide fiscal and logistical support | Depends on course - may be basis for human and non-human resources for student | Everyone/everything is a learner/resource |
| Social structure | Hierarchical; authoritarian | Cooperative and independent; minimal autocracy; hierarchical | Student removed by time and location; peer interaction optional; hierarchical | Cooperation; equality; interchangeable role |
| External influences | Unexamined assumptions of society and community | Professional organizations | NIE and other funding agencies; state legislations; University of Mid-America; extension courses; university academic departments | Professional certification standards |
| Interface with other institutions | None | None | Dependence on other institutions for space and recognition | Entry requirements of professional institutions; otherwise - none |







TABLE 2

(Group 9 report continued)

ARE THEY ALTERNATIVES?

Based on the evidence in Table 2, we can conclude that the systems analyzed in the matrix are indeed alternatives. We feel comfortable saying this because most of the components are different for each alternative.

However, we do not have sufficient data from the matrix to make definitive statements about the nature and value of alternatives. That is, we do not know from the matrix design the number and combination of components necessary to (a) define and differentiate a unique alternative, and (b) produce significant differences in processes and outcomes. For example, if we were to change some of the components of the "open classroom" alternative, would we have a new alternative with new processes and outcomes, or merely another "open classroom?"

We did not expand or restructure the matrix to develop a model which indicates both (a) the continuum of alternatives (if one exists) and (b) the relationships between the components. Therefore, this is a descriptive rather than prescriptive analysis, and is limited only to those four alternative systems studied.

EFFECT ON EDUCATIONAL TECHNOLOGY

Four components of the alternative educational systems are of concern to the field of educational technology and the professional educational technologist: role of the field, role of the IT professional, the role played by learning resources, and the types of learning resources used. These components are analyzed in the second portion of the matrix, in Table 3. Each component is discussed below.

Role of Field: The definition statement (AECT, 1972) suggests that the following functions are performed in the field of educational technology: organization management, personnel management, research/theory, design, production, evaluation, logistics, utilization, utilization/dissemination. An examination of Table 2 indicates that while all these functions are performed in all the alternatives, there is a high degree of variation in the magnitude of effort and quality of consequences of various functions. Therefore, the field of educational technology should seek out and support alternative educational institutions in which its functions have a maximum impact.

Role of the Educational Technologist: An examination of Table 3 indicates, however, that who performs those functions of the field differs markedly from one alternative to another. For example, in the S-U-N system, the design, production, and logistics functions are performed by highly trained educational technology specialists. In the traditional system, design functions are performed by curriculum specialists and teachers, while production and logistics functions are performed by both media personnel and other professionals (graphic artists and librarians). In the Living/Learning system, all functions would be performed by "regular people" (non-certificated personnel) whose primary vocation lies outside the field of education. Therefore, some alternatives are likely to increase, and some to decrease, the role of the educational technologist. It is important to note that an increase in use of the field and an increase in the role of the professional are not necessarily linked, and the educational technologist may be placed in the position of deciding between the good of the field and his/her own good.

## ROLE OF EDUCATIONAL TECHNOLOGY

| Components | I - Traditional | II - Open Education | III - Open Higher Education | IV - Living/Learning System |
|---|---|---|---|---|
| Role of Field<br>Research-theory | | Developmental; (e.g., Montessorian & Piagetian) | High level of tasks representing all instructional technology functions are carried out | |
| Design | Unsystematic intuitive | Systematic based on developmental theory | | Unique, varies from systematic to intuitive |
| Production | Low level local production | Middle level focused on activity centers | | High level for start-up moderate level for ongoing, maintenance, updating of system |
| Evaluation | Descriptive; punitive | Diagnostic; prescriptive | | Self-evaluation; system revision |
| Logistics | Main focus | High to maintain flexibility and diversity | | Responsibility falls upon learner |
| Management | High management for uniformity | High management to provide and control diverse opportunities | | Low, data bank maintenance |
| Role of Professional | Emphasis on logistics and production | Emphasis on logistics; greater emphasis on design and local production | Research; design; production; evaluation; logistics; some utilization | All participants (certificated or otherwise) perform all requisite functions |
| Role of learning resources | Delivery of information, limited, supplementary to teacher-led instruction, production | Delivery of information; mediated teacher production | Delivery of instructional information; evaluation; motivation; feedback between S-U-N and students | Delivery of information-mediated teaching; learner produced materials; production; communication among participants |
| Types of learning resources used | Certificated instructor | More materials, devices and peer resources; certified person | High emphasis on print and electronic (TV) media; use of more systematic techniques; non-certified personnel | Non-certified personnel, materials, devices, numerous settings and techniques |





TABLE 3

Role of Learning Resources. Learning resources play different roles in the different alternative education systems. In the traditional alternative, resources are primarily conveyers of information, and are supplements to the instructional role performed by certificated teachers. In the S-U-N system, however, the learning resources assume the primary instructional role, even performing the evaluation function. In the open education and learning system, the resources also play a production function. In order to perform these different roles, resources must be designed (by educational technology) to incorporate the capabilities needed for these different roles.

Types of Resources. The types of resources used in each alternative differ. In the traditional and learning systems, people are the most used resources; however, in traditional system the people are certificated, while in the learning system, all people in the system are considered resources. In the open classroom, materials, devices and techniques begin to play a more important role, and in the S-U-N model, they play almost a total role. Finally, in both the S-U-N and learning system alternatives, the setting begins to change. Again, educational technology as a field should support those alternatives which use a variety of resources, rather than those limited to single resources.

CONCLUSIONS

Based on the information gained from this study, we can make five general observations or conclusions about educational alternatives.

1. The language we use to describe the traditional alternative (the predominant alternative in our society) is not adequate or sufficiently descriptive and discriminating to describe all alternative systems. For example, the term "teacher" as used in the traditional alternative is not clear or broad enough to cover all of the instructional roles that people and learning resources play in the other alternatives. Indeed, the habits of language may serve as a shield which prevents us from seeing both the need for alternatives and the ways of implementing them. We must be careful with our use of current language, and create new language, in order to understand the need for, and the operation of, some alternative systems.

2. There is sufficient evidence to demonstrate that the four alternatives we have studied would not be possible without the application of technology. For example, the S-U-N system depends upon the systematic design and evaluation procedures of educational technology, as well as the sophisticated materials and equipment of educational technology (television).

3. It would appear that in order to have an effective alternative there should be congruence among all the components of the system; if there is not congruence, the system's goals will probably be subverted. For example, there is a discrepancy between the stated goals of lifelong learning and the practice of making universal education available only for a limited period of time during one's life. Such a discrepancy is likely to produce dissonance and dissatisfaction in the system.

4. The matrix used in this report to analyze alternatives could be expanded to serve as a basis for a handbook or guidebook on alternatives, one which could be used by parents and students to make choices among alternative educational systems, or to create a local version of an existing alternative.

5. Alternative educational systems have a profound effect on the field and the profession of educational technology, and educational technologists must become aware of, involved in, concerned about, and an advocate for alternative educational systems which maximize the philosophy and techniques of the field of educational technology.

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## MORALITY AND THE PROFESSION

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*"Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."* - From the preamble, Northwest Ordinance of 1789

### INTRODUCTION

Instructional technology--sword or plowshare? With its tremendous power to change and mold ideas and actions, Instructional Technology possesses potential as an instrument of prosperity...or a weapon of destruction. But technology is neither good nor bad in and of itself; it is human intent which determines the beneficial or detrimental use of technology. It is little wonder that media professionals are beginning to ask themselves about the moral implications of the use of instructional technology.

We are in an era of emerging concern for morality. On the eve of its 200th anniversary, our nation has been brought to its knees. Distraught by the scandalous misconduct of public officials, disillusioned by continuing disclosures of dishonesty at all levels of government, industry and professions, an entire people's concern is being focused on questions of morality and ethical behavior.

Is it not fitting then, in this time of individual and corporate introspection, for a profession--more specifically, its members--to renew their search for those fundamental moral issues and obligations which guide their behavior?

In probing for the moral issues and obligations of a profession and its members, at least two questions quickly arise, What is morality? and, What are the moral principles which guide moral behavior?

The answer to the question, "What is morality?" suggests a definition or, perhaps more importantly, a premise on which to build further questions and answers. For our purposes then, let us adopt the following thoughts as basic to our understanding of its need for morality and what morality is.

> Everyman is free to exercise and enjoy his own self-will, to experience the freedoms of his own choice.
>
> But there will be a point at which the self-will, and freedoms of an individual will come into contact with the self-will and freedoms of another individual. At this point, each individual must present, for examination, his own self-will and freedoms so that they might be tempered into a mutually accepted group will and freedom. This negotiation of wills and freedoms is accomplished and maintained through positive human interaction.
>
> Human interaction generates leadership and followership, each with certain obligations to the other. The carrying out of their obligations can happen in ways which either support and nourish, or which undermine and destroy the individual or the group.
>
> Behavior which supports and nourishes is based on moral principles.
>
> Behavior which undermines or destroys is based on immoral principles.
>
> Leadership, therefore, in a humane and democratic society, implies moral obligations and responsibilities.

As a next step, one needs to look at those traits or attributes which might characterize "moral" behavior. Such a list is found in Appendix A.

## BASIC PRINCIPLES OF MORALITY

### The Worth of the Individual

1. Recognition and acceptance of the individual's worth is essential to the group process.
2. A "humane person" is trustworthy, honest, empathetic and open.

(Group 10 report continued)

3. A person's values are the foundation for his/her consistent behavior.
4. The individual is directly influenced by the peer group.
5. Educators must focus on the client's total needs.
6. Decision-making is an individual responsibility.
7. Group goals incorporate aspects of individual needs.
8. Personal involvement is conditioned by clear understanding of role.
9. Behaviors to influence the values, judgments, behaviors, beliefs or attitudes of others carries a moral obligation and responsibility.
10. One's professional "life" is greater than one's professional role. (Personal morals, values, beliefs)
11. The individual's goals and objectives must be considered when formulating, modifying or evaluating institutional goals.
12. Educators will be more effective working with others when they have developed a positive self-concept.
13. Institutional objectives should incorporate the individual's goals.

Group

1. Group effectiveness is dependent upon the humaneness of the individuals within it.
2. Cooperation is enhanced when two or more individuals are open with themselves and each other.
3. People are more important than things.
4. Short and long range planning are moral responsibilities.
5. An equitable reward system to serve faculty and students enriches creation of ideas.
6. Group goals incorporate aspects of individual needs.
7. Trust is a product of shared success.
8. A group's viability is determined by its reponse to the needs of its members and its clientele.
9. Group performance is dependent upon the clarity of personal and group goals.
10. Continued involvement is conditioned by feedback and group support.
11. Mutual self-actualization of colleagues improves the profession's quality.
12. Sensitivity to the individual, personal and professional needs of clients promotes receptiveness of ideas.

(Group 10 report continued)

13. Collective individual moral conduct provides the morality of the group (e.g. modeling).
14. Development is dependent upon acceptance of and consideration of feedback.
15. Quality of group cohesion is improved by cooperation, trust and openness.

Interorganizational

1. A group's identity or viability is determined by its response to the needs of its members and its clientele.
2. Organizational behavior to impact the broader society carries a moral responsibility to the general good or welfare.
3. Organizations should consider society first, then its membership, clientele, etc.
4. Goals of organizations should incorporate broader social needs.

Leadership

1. Leadership requires continued learning.
2. Decision-making is a situational, moral, social and scientific process.
3. Short and long range planning must incorporate and enhance each other.
4. Basic philosophical considerations in leadership consist of: involvement of others, delegation of authority, trust and holding people accountable.
5. Participatory decision-making is productive when a policy decision - which is made - will affect the group.
6. An equitable reward system to serve faculty and students enriches creation of ideas.
7. Leadership may be strengthened by stronger self-concept and sensitivity to one's environment (other people, technology, broader social concerns).
8. Leadership is a shared community responsibility and process.
9. Decision-making regarding instructional objectives, aimed at change in the affect of its audience implies: a moral responsibility.
10. "The harder a leader leads and works, the luckier he becomes."
11. Decision-making should result in action, even if it is inactive.
12. The ability to organize is a key dimension in leading others.
13. A decision's quality is generally improved by additional, related input.

Moral Dimensions of Human Relationships

Think of the individual - you, he, she - as a stone. Stones, fastened with mortar, form walls. Walls go together to form a Temple - our Global Village on a Fragile Earth.

Each stone has fundamental responsibilities and concerns for the wall and Temple. The same "other-directed" responsibility holds true for the wall. The Temple in this analogy depends on each and every stone. In reverse, the stone and wall rely upon the Temple. Responsibility, therefore, is bi-directional.

The building components are not necessarily the same as their counterparts (stones differ), but they are unified; they operate in systematic harmony. Also, the Temple is an open, changing structural system. For example, stones are replaced.

Mortar for this Temple includes honesty, trust, responsibility, a greater overriding concern for others and the overall system (stone, wall, temple).

Relationships among/between groups, individuals, organizations are singularly essential to the morality and quality of each component. The relationships are more important than any single element.

Figure 1 represents this interrelatedness among individuals, groups and organizations. Let's impose these elements and relationships on an organization (e.g., The Association for Educational Communications and Technology and other professional associations).

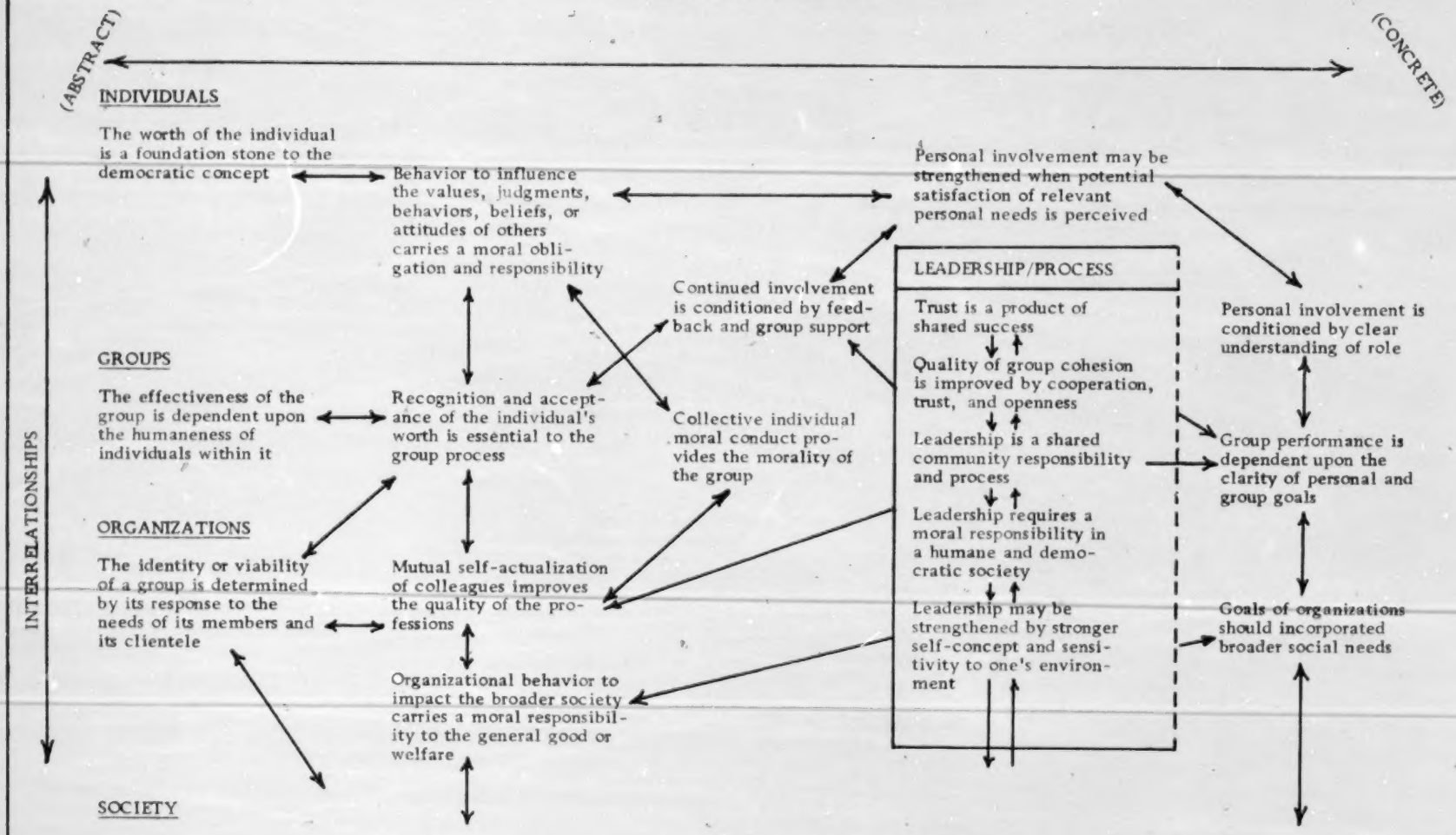
We believe that an organization should "raise its sights." SOCIETY - and all it entails - is of utmost importance when an organization considers its responsibilities. What is best for Society?...Not just the student. What should we do for Society?... not just our membership. What should we not do for Society?...not considering just "education." These lesser societal parts are important but consideration of them should not block a visionary, inclusive approach to the establishment of goals, concerns and responsibilities.

Decisions should be reached with this universal perspective in mind. Do we merge with the American Library Association? Consider first: Is it best for the student, the taxpayers...Society in general. Does the Lake Okoboji Educational Media Leadership Conference contribute to AECT? What does it contribute? Even more important are: Does the conference contribute to society (including its individuals)? If so, what?

Another responsibility of a professional association is that it "helps furnish the social bonds through which society coheres." (Merton, 1958, p. 53)

Figure 1 reflects selected linkages among individuals, groups, organizations and the larger society. The inherent moral dimensions

## SELECTED MORAL DIMENSIONS OF HUMAN RELATIONSHIPS ON DEVELOPMENTAL CONTINUA


(ABSTRACT)
(CONCRETE)
INTERRELATIONSHIPS
INDIVIDUALS
The worth of the individual is a foundation stone to the democratic concept
Behavior to influence the values, judgments, behaviors, beliefs, or attitudes of others carries a moral obligation and responsibility
Personal involvement may be strengthened when potential satisfaction of relevant personal needs is perceived
Continued involvement is conditioned by feedback and group support
LEADERSHIP/PROCESS
Trust is a product of shared success
Quality of group cohesion is improved by cooperation, trust, and openness
Leadership is a shared community responsibility and process
Leadership requires a moral responsibility in a humane and democratic society
Leadership may be strengthened by stronger self-concept and sensitivity to one's environment
Personal involvement is conditioned by clear understanding of role
GROUPS
The effectiveness of the group is dependent upon the humaneness of individuals within it
Recognition and acceptance of the individual's worth is essential to the group process
Collective individual moral conduct provides the morality of the group
Group performance is dependent upon the clarity of personal and group goals
ORGANIZATIONS
The identity or viability of a group is determined by its response to the needs of its members and its clientele
Mutual self-actualization of colleagues improves the quality of the professions
Organizational behavior to impact the broader society carries a moral responsibility to the general good or welfare
Goals of organizations should incorporated broader social needs
SOCIETY

of human relationships are depicted from the abstract to the concrete in a horizontal continuum. Interrelationships between and among individuals, groups and organizations are depicted on the vertical continuum.

For example, we accept the worth of the individual as a foundation stone of the democratic concept. Moving right on the level of the individual, it follows that we support the principle that behavior to influence the values, judgments, behaviors, beliefs, or attitudes of others carries a moral obligation and responsibility. Acceptance of this principle requires, as we move downward to the group level, that we note that recognition and acceptance of the individual worth is essential to the group process. Moving (left) to the more basic principles on the group level, we see that the group process is also critically linked to the principle that group effectiveness is dependent upon the humaneness of individuals who comprise the group.

Relationships between groups, organizations and the larger society are similarly identified.

Superimposed over the network of relationships is the leadership process deemed crucial at all levels and at every point of the continuum. Selected universal principles are offered as interdependent components of the total leadership process.

Though principles included are not intended as mutually exclusive, the network described is intended to provide a comprehensive view of the total system. Additional principles can be inserted at individual discretion.

The decision paradigm which follows is offered as an expounded inventory of principles with behavioral examples. The reader is encouraged to substitute other principles, assumptions, and alternative behaviors of particular interest.

## A FINAL "HYMN"

As technology takes its surging place in the main stream of society, the communication potential for the good, for the bad is almost beyond comprehension.

This "multiplier" effect for moral dilemmas makes the traditional "moral imperative" just that: imperative!

We close with this injunction. Take steps that are "clean" steps, then go on to build--through these decisions--an environment that is trusting, truthful, expansive.

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## DECISION PARADIGM

| PRINCIPLES | ASSUMPTIONS & PREMISES | BEHAVIOR & ACTIONS | EXAMPLES OF ALTERNATIVE BEHAVIOR | DECISIONS |
|---|---|---|---|---|
| I. INDIVIDUAL<br>Recognition and acceptance of the individual's worth is essential to the group process. | • The worth of the individual is a foundation stone to the democratic concept. | • We always look at the impact of the principle in working with individuals. | • Make all the decisions ourselves as individuals. → | No |
| | | | • Pseudo involvement. → | No |
| | | | • Page 1 - No. 2. → | Yes |
| II. GROUP<br>Group performance is dependent upon the clarity of personal and group goals. | • The group can arrive at a common goal.<br>• There are "hidden agendas".<br>• Individuals are playing politics.<br>• Individuals are capable of setting their own goals. | • The Dean is willing to hear and accept the perceived goals of his staff.<br>• The individual is willing to accept working within institutional goals. | • The Dean can ignore the individual's perceived goals. → | No |
| | | | • The Dean accepts the individual's perceived goals. → | Yes |
| | | | • The individual accepts part of the institutional goals because of "hidden agenda". → | No |
| | | | • All parties accept mutual goals. | Yes |
| III. INTER-ORGANIZATIONAL<br>The identity or viability of a group is determined by its response to needs of its members & clientele. | • The whole organization must respond to the changing needs in the "environment" of its clientele.<br>• We are providing a service for others. | AECT provides information on how to produce graphics & materials through the national magazine & workshops - responsive to the needs of libraries, faculty, students, administrators, etc. | • We don't hear the needs of clientele. → | No |
| | | | • We place our organization needs ahead of clientele needs. → | No |
| | | | • We base our actions on positive response to clientele needs. → | Yes |
| IV. LEADERSHIP<br>Decision-making is a situational, moral, social and scientific process. | • We have a consistent moral conduct. | • To have consistency in moral conduct, a person must be a model himself. (MAFIA) | • Do as I do. → | No |
| | | | • Do as I say. → | No |
| | | | • Do it your way. → | No |
| | | | • Compromise. → | No |
| | | | • Do what is right. → | Yes |

APPENDIX A: Characteristics of Morality

| | | |
|---|---|---|
| honesty | quality control | teamness |
| integrity | persistence | humor |
| risk taking | reliability | mutuality |
| non-sectarian | perserverance | service |
| openness | empathy | direction |
| humaneness | sympathy | theory & practice |
| concern | strategies | sexuality |
| eclectic | interest | balance |
| receptiveness | competitiveness | compromise |
| decision-making | compassion | conciliation |
| flexibility | fortitude | self-improvement |
| concensus | intelligence | accountability |
| cooperation | knowledge | social ability |
| coalition | information | interaction |
| collaboration | insight | faith |
| humility | intuition | habit patterns |
| sincerity | organized | consistency |
| vision | value system | modeling |
| sensitivity | developer | determination |
| respect | mercy | enthusiasm |
| responsibility | trust | charisma |
| obligation | other directedness | discretion |
| character | self-respect | tact |
| faith | self-concept | human relations |
| observation | commitment | love |
| awareness | dedication | self-actualizing |
| vigilance | engineering of consent | golden rule |

APPENDIX B: Chronology of the Product Development

1. Characteristics (Appendix A)
2. Basic Principles of Morality
3. Decision Paradigm
4. Moral Dimensions of Human Relationships
5. Interorganizational Implications
6. Conclusion

* * * * * *

These concerns, written by the delegates to the 1974 Okoboji Conference, were submitted to the Planning Committee for their use in selecting resource delegates and in delineating subtopics for the Conference. They were further used as an input for delegate discussion during the opening sessions of the Conference itself.

## INSTRUCTIONAL TECHNOLOGY: ISSUES AND CONCERNS

1. ROY B. BENNION (Utah)

The term "Instructional Technology" could imply a systems approach to instruction; however, there are many interrelated subsystems, each with its own concerns and issues.

I. Research of the variables of instruction:

A. What are the present philosophies of instruction: Myth, truth, or what?
B. What do we actually "know" about various instructional variables?
C. What are the units of the instructional variables to be investigated?
D. What can we do to standardize research?

II. Development of instructional systems:

A. What development model provides the greatest efficiency and effectiveness?--Team of specialists who overhaul the world and hand it to the classroom teacher--expert consultants who train the teachers to "do it yourself"--you name it.

B. What about management systems?--Contracts between subject-matter experts and instructional technologists--etc.?

C. What system of content analysis is most effective? (Remember: Garbage in - Garbage Out!)

D. How do we train capable instructional developers?

E. Should there be a national interchange of developed courses and a coordinated effort to develop such "national" courses for the various high-density student population courses?

F. Is there a theory base for development?

III. Evaluation of instructional packages:

A. Can the authors of an instructional package validly evaluate it?--National evaluation standards?

B. How can you evaluate any instructional system without documented, precise goals and mastery criteria?

C. How can the high cost of formal evaluation be reduced?--Contracting and PERT charting?

IV. Evolving Technology Systems:

A. What are the changes in instructional philosophy coming from such CIA systems as TICCIT or PLATO?--Two and one half years experience in TICCIT courseware development has shown a number of issues and concerns in this area.

B. How will the new video-disc industry effect and affect instructional technology?

C. What capabilities should we as instructional technologists insist on being developed in the video-disc players soon to come on the market (1975)?--Experience with TICCIT learner-control variables dictates some special capabilities which are highly desirable for the video-disc systems.

2. JACQUELINE E. BLONDIN (Philippines)

In Developing Countries:

I. The expression Instructional Technology has the characteristic of alarming school administrators and teachers for it implies, for them, a wide use of expensive equipment and high cost materials. These being considered as generally prohibitive because of limited financial resources, the result is, for many, technical rejection of instructional technology as a process in instruction and instinctive clutching to a cherished traditional static approach.

II. Constraints:

A. Education rarely equips the individual for adapting to change while a culture can survive only by being able to change
B. In general education, technology is not treated with a conceptual approach; it is usually an appendage
C. Research in industrialized countries appears to be concerned with only the most sophisticated techniques
D. Few attempts are made to develop an understanding of the uses of technology even though it is vital to the world of today and, consequently, should be part of any basic education
E. With about one-third the population and only one-quarter of the young people in the world, developed countries spend ten times more money on education than developing countries.[1] Think of the gap between these two worlds!

III. Considerata:

A. To what extent are educational systems able of adapting themselves to changing circumstances?
B. Does instructional technology encourage the development of people with independent minds?
C. Instructional Technology conditions the methods and to a greater or lesser extent, the content of the educative process. What about the resources these methods offer?
D. To adapt educational systems for the introduction of new technologies is a laudable effort but what about teacher-training programmes?
E. Developing countries badly need systems of educational planning and evaluation. Is there any way that Instructional Technology in industrialized countries become involved and committed to instructional development of third world countries and make a valid contribution to the solution of their instructional problems?

3. WARREN A. BOYD, JR. (Connecticut)

I. What Society needs, will Society get?

A. Today's society demands and needs a different type of citizen produced by education. Charles Hoban (AVI. Jan. 74) quoted Jerome Kagan who wrote: "Every society must sort its children according to the traits it values... A society needs a set of people whom it can trust and give responsibility to for the management of its capital and resources, for the health..., the legal prerogatives... the wars of its people."
B. Hoban says we need a "restoration of the values of faith, trust, and humanity, the last of which I would make interchangeable with caring about others, and a heroic life of compassion toward those in education. This is the very opposite of the Rat Race, the juvenile gang, ruthless competition, and detachment from our neighbors." (Author's italics)
C. Working with other institutions, can education change people's attitudes toward--for instance Competition and Compassion?

II. IT and the World, the Fragile Earth, the Future

A. Dr. Wernher Von Braun: "Human language evolved because man felt the need to communicate nonreal-time information and abstract ideas. Perhaps as a result of the communications explosion mankind can evolve a universal language. Certainly, space development... is beginning to provide the only solution to one of the most difficult problems facing all nations, rich and poor alike: effective communications." (National Observer, 26 Oct. 73)
1. With this increase in global communication, can IT help to establish a universal language? Will it? What can it do?
2. What effect will global communication have on the United States' position in world affairs?
3. Will IT and education help U. S. citizens learn from other nations as they reportedly have been learning from us?
B. With the energy crisis gathering momentum, we must consider whether two hamsters on an exercise wheel can provide sufficient power for an overhead projector.
1. What will happen to the instructional technologist when there is insufficient power to run his projectors and computers?
2. Can IT make enough impact on the decision-makers so that it will have enough power (electrical, solar, wind, nuclear, etc.) without impairing others' health or greatly depriving them?
C. With Society in general, IT must look to, and plan for, the Future. Our technology gives us advantages in Futurism. Will we utilize our equipment and materials at hand to help ease the transition into Tomorrow rather than letting it take us by surprise?

III. The Domain revisited

A. Will the instructional technologist become a "man (person) for all systems"?
1. Is the trend toward generalist or specialist? Which is better?
2. If the trend is toward the Generalist, how much can one person handle in terms of time in school, for study and training, expertise in X-number of disciplines, etc.? Might the Generalist be biting off more than he can chew?
3. If the trend is specialization, what can be done to counter professional tunnel vision and provincialism in thought and consideration?

[1] Edgar Faure et al., Learning To Be (Paris: Unesco - Harrap, 1972).

IV. Accountability and Systems
- A. Can the entire educational system--IT in particular--humanize teaching and learning?
  - 1. Will machines de-personalize education and eventually the students? Can we offset this or minimize it by planning and compensation?
- B. Can we humanize accountability and systematic approaches to education to lessen their (real and imagined) threat?
- C. Are we reading the handwriting on the wall regarding accountability and systems?
  - 1. Can we show that we are getting "more bang for the buck"?
  - 2. Can we be accountable and lead our colleagues in that direction?
  - 3. Can we be "system(s)atic" and help others?
- D. Cannot somebody get together with somebody else and agree on a common language and common symbols for systems approaches? (A common systems approach is not recommended or requested here.)

V. Training of the Instructional Technologist
- A. Is there too much emphasis on "THE Ph. D."?
  - 1. Are we preparing sufficient number of master's degree recipients and specialists for positions in government, industry and community colleges? University of Iowa Dean for Advanced Studies Frank E. Horton wrote: "Recent reports have shown an increasing demand in the private sector for individuals with master's level training." (FYI, 19 Feb. 73)
  - 2. What is our attitude toward the master's candidate and recipient and his/her program? Is it considered an "extra year of technical training"? Dean Horton: "I have had discussions with faculty members (at Michigan and Iowa)...which have highlighted my concern that the master's degree and programs leading to the master's degree suffer a certain credibility gap in relation to the academic standards." (Ibid)
- B. If the trend is toward the instructional technologist being a renaissance person--expert in many diverse fields--what effect will this have on academic programs in our universities?

VI. IT and Revolution
- A. Change
  - 1. Instructional Technology can be--and should be--in the front lines of change.
  - 2. Can IT help people adjust to change and lessen their "future shock"?
  - 3. As in Futurism, are we looking ahead to ease change and control it by careful planning and analysis.
- B. Is IT preaching an entirely different form of teaching and learning?
  - 1. Are we trying to make it "fit" within the present system?
  - 2. If these two systems are incompatible or if the present system refuses to accept IT's approach, would it be better to establish an alternative system?
  - 3. Should we advocate overthrow or disbandment of the present educational system?

VII. Catalyst for Cooperation
- A. Within education, problems--universal as well as local--must be met by the combined interdisciplinary forces of the poet and technologist, the philosopher and artist, the scientist and humanist.
- B. We see colleagues in other disciplines refusing to share ideas; e.g., the geologist knows not what the engineer does; the same holds true for the linguist and the historian.
  - 1. Cannot IT--comparatively non-disciplinary--lead the way toward more interdisciplinary work?
  - 2. Interdisciplinary--
    - a. Where more Federal money is now...
    - b. Where more of the questions' answers probably are.
  - 3. Can we serve as advocates for the professionals in other fields: selling and buying their wares, combining and analyzing their efforts--all to blend active, cooperative, viable approach to problem solving and learning?
- C. "Interdisciplinary" refers to outside of the classroom, the educational institution.
  - 1. We should work more with museums. Many of them are using videotape and television.
    - a. Some educational psychologists say that we learn something better if we "totally experience" it. If this is the case, the instructional technologist can definitely learn from the colleague in the museum.
    - b. The museum can be a good source for ideas, approaches, techniques and jobs.
  - 2. For new leaders, new blood and new graduate students, let's look outside education. Bring in others; let their ideas contribute spice and provoke bubbles in our melting pot of instructional development or technology.
  - 3. There is little coordination and cooperation with our counterparts in industry--those "mercenary media persons." Each group--education and industry--can contribute ideas, equipment, people, jobs, money.
  - 4. Futurists predict (and trends seem to indicate) that education will become the responsibility of other institutions as learning moves out of the classroom. What ramifications does this have in:
    - a. Funding?
    - b. Responsibility?
    - c. Decision making?

VIII. "T" is for technology
- A. The information technology at our disposal will become less expensive, smaller and faster.
- B. It will have greater capacities and be easier to operate.
- C. What do those projections imply for the future of the instructional technologist?

IX. $ $ $ $--Funding
- A. How will we fund alternative forms of education? Should we fund alternative forms of education?
- B. The funding of education needs rethinking and reworking, primarily because no one is happy with it.

X. Concern over concerns
- A. I fear a merry-go-round atmosphere in IT. We seem to be grabbing at the same rings as we were 20 years ago. For example:
  1. What is the role of the audio-visual specialist (instructional technologist) in education?
  2. How can we better "sell" audio-visual (IT)?
  3. What are the basic functions of the audio-visual program?
  4. How can we tell industry what we want and need in the way of equipment?
- B. Rethinking of problems and philosophies is good; however, there seems to be little progress or change from the time the questions were asked first. Are we spinning wheels or going around in circles? Or does every "young discipline" go through this?

4. GERALD R. BRONG (Washington)

After some considerable thought, I have placed my concerns into the following four statements:

I. Personnel--they make it happen. In many ways it seems as though the expectations held for personnel in the educational technology field exceed their ability to perform. How can we measure the real performance level possible of the field taken as a whole--how can we measure its ability to positively impact on learning programs both in and out of the formal school?

II. Information vs. Things. All too many library/media programs remain oriented to the things contained in the collection rather than the information, and how it can be used, contained in the things in the collection. How can we further the development of information orientation? How can we further develop the abilities of our library/information system to employ the principles of educational technology to design systems for information delivery and use?

III. Technology--from the storeroom into application. Technological developments, in the hardware area, have always led by a great margin our ability to make use of these technologies. How can we further our ability to use new technologies--how can we reduce the gap from invention to utilization? Further, with technology, how can we overcome the problems of incompatibility between specific pieces of equipment employed in the technological processes.

IV. Associations--reflections on the past. Associations play a critical role in affecting change within society and specifically within the field which they represent. All too frequently associations are reflections on the past--reflections as described by the leadership of the associations. How can our AECT increase its effectiveness in building upon the past into a strengthened future that facilitates the utilization of the tools and processes of educational technology in meeting all learning needs faced in our country. How can our AECT increase its ability to influence decision making within other associations and within governmental bodies--how can our association make decisions concerning what directions its influence should go.

5. NORMAN L. BUSSE (Nebraska)

The issues and concerns of instructional technology which, I feel, are extremely important to the endeavors of educational leadership in attainment of their objectives to provide information, direction and service to the public are as follows:

I. Public Education
- A. Present and future media needs of our students.
- B. Teacher and classroom instructional media needs.
- C. School and school centered needs.
- D. State standardization of media competencies of teachers.
- E. State and national unification in instructional technology organization.

II. Higher Education
- A. Instructional needs at the higher education level.
- B. Promote media with instructional staff.
- C. Promote media with future teachers.
- D. Correlate and inform of pending media studies
- E. Standardize media certification.
- F. Unify media leaders.

III. Organizational
- A. Provide direction, leadership and guidance to media leaders.
- B. Promote the unity of audiovisual, library and radio-television.
- C. Inform members of pending research, innovations and trends.
- D. Provide service in the selection, evaluation and acquisition of media.

IV. Public
- A. Promote educational technology to the public.
- B. Provide service to the public, i.e., ETV, articles and newsletters.
- C. Join with business and industry in informing the public.
- D. Provide joint conferences, i.e., state and national organizations.
- E. Involve community leaders.

6. EDWARD P. CAFFARELLA (Maine)

I. Can Instructional Development be utilized effectively by public schools?
II. How can educators be redirected to utilize output measures instead of input measures (i.e., hours in class, semester hours) that are typically employed?
III. What is an appropriate means for determining an appropriate delivery system? This question becomes particularly relevant as educators individualize instruction and provide a number of ways to achieve a goal.
IV. Can cable television provide a delivery system that is capable of bringing post-secondary education to individuals who heretofore have not been able to take advantage of this opportunity?
V. What are the implications of the rise of lifelong learning and the decline in size of student bodies to higher education in general and to instructional technology in particular.
VI. How can media specialists determine when one delivery system is more cost-effective than another system?
VII. What are the provisions of the new copyright law and will they make a change in the way educators copy or do not copy materials?
VIII. What are the competencies that an educator must have in the area of instructional technology at the pre-service, in-service, and media specialist levels?

7. FRANK V. COLTON (Kentucky)

I. Instructional Technology training for teachers
- A. Pre-service practices
  1. The application of media to teaching
  2. Impact on teaching of pre-planning instruction
- B. In-service practices
  1. Evaluation of effectiveness of teachers using media
  2. Released time to work on instructional development
     a. Motivation for teachers to engage in instructional development
  3. Demand for design specialists to help teachers with pre-planning
     a. Doubtful impact of design specialists on school systems*

II. Instructional Technology's application in the Health Sciences**
- A. Identification of exemplary programs offering media support
- B. Specialized media applications

*According to 1971-72 annual report, The Education Professions, Part IV, A Manpower Survey of the School Library Media Field, U. S. Dept. of Health, Education and Welfare.

**Specifically, allied health, physical therapy, dental hygiene, medical technology and nursing.

8. JOHN T. COURTNEY (Nebraska)

My chief concerns are:
- A. The unification of programs.
- B. Progressional pre-service preparation.
- C. Self-awareness of media specialists own position and function in relation to administration, faculty and students.

9. DENNIS W. FLENIKEN (Louisiana)

I. Role of Technology
- A. In the classroom
- B. Teacher education programs

II. Proper training of pre-service and in-service teachers to effectively integrate instructional technology into the curriculum.
III. Preparation and Certification of media personnel
IV. Adequate funding for the development and implementation of programs at all levels of instruction.
V. Impact of decreasing school enrollment upon the availability of funds for development and implementation of new programs.
VI. Instructional technology has not "lived up to its billing." The impact at the grass-roots level has been negligible.

10. CHARLES G. FORSYTHE (Pennsylvania)

I. Financing Instructional Technology
   A. Federal Funding
   B. State Funding
   C. Local Funding
   D. Private Funding
II. Accountability of Instructional Technology
   A. Making Instructional Technology accountable
III. Cost Effective Instructional Technology
   A. Technology to save money
   B. Reliability in systems
IV. Role of Television
   A. Public television
   B. Commercial television
   C. Cable television
   D. Closed-circuit television
   E. Videocassette and disc video
V. Individualized Instruction
   A. Technological support
   B. Technological planning
   C. Systematized approach

11. ROBERT E. GRIFFIN (Pennsylvania)

I. What is the role(s) of the instructional technologist today and how are practitioners of the discipline to cope with ever increasing tasks?
   A. Is there such a thing as the "traditional" audio visual specialist?
   B. How does the speciality of instructional development fit into the scheme of modern instructional technology?
      1. Instructional technology can no longer claim only a hardware or mechanical orientation. The diversification of the national organization, the Association of Educational Communications and Technology, into specialized interest groups attests to this fact.
II. How can the academic discipline of instructional technology insure and maintain an adequate number of quality college and university preparatory programs in instructional technology?
   A. Should there be a standard which instructional technology programs are measured against?
   B. Are current instructional technology degree programs turning out a useless product dated before its time?
III. What is the relationship of instructional technology to other academic and professional fields?
   A. Should instructional technology be an outside service requested when needed or should this discipline be completely integrated into other fields?
   B. Led by the area of medical education instructional technology is moving away from an extremely general understanding of disciplines to a much more specific view. Because of this more specific outlook instructional technology can be more completely integrated into programs rather than being merely a window dressing.
IV. Who will provide the funds to maintain and expand instructional technology projects and programs?
   A. What is the future of external funding (governmental, private, etc.)?
   B. Will educational institutions be willing to divert limited funds based on the promise that instructional technology will somehow lessen their burden?
   C. How will incentives be provided to industry to shift from instructional technology hardware production to a more equitable compromise with software production?

12. JOAN E. GRIFFIS (Oregon)

The issues listed below are those of interest to the Board of Directors and the membership of the Oregon Educational Media Association.

I. District and Building Level Program Development

   A. What strategies can we utilize to develop successful in-service programs (for teachers and administrators) which would improve the use and effectiveness of media programs?
   B. How can we help building and district level media people develop public relations skills?
   C. With the new AECT/AASL program standards almost a reality, what strategies might be implemented for their promotion to the educational community?
   D. It is apparent that educational groups with the greatest political finesse get the biggest share of the educational dollar. Since the percent of money being allocated to Instructional Technology is decreasing, it would seem pertinent to suggest that one way we need help is in gaining lobbying skills. Could this subject be a topic for Okoboji, 1974?

II. Technological Development
   A. Formalized research studies in Instructional Technology are limited, particularly in the area of district and building level programs. Should AECT and AASL jointly or separately set aside funds to provide grants for research to test and evaluate contemporary school and district media programs? What guidelines and goals might be established for such research were it to be authorized by the two national boards?

B. What has been the value or success/failure rate of statewide or regional evaluation networks? What criteria should be considered before such a network is established? What guidelines should be used for equipment/materials evaluations conducted by such a network?
C. Recent trends in materials design and packaging have been in the direction of total learning programs. Some of these packaged systems, such as the Hold Data Bank Social Studies Program are a closed system and do not encourage the use of outside resources. Should we take a position on such systems and the trend they represent? What effect could such systems have on media programs?

III. Professional Development

A. The energy crisis has caused all of us to carefully evaluate the use of three resources: time, dollars and materials, particularly as they relate to professional growth and development. In Oregon, the annual spring meeting was changed in 1973 to a series of area conferences. The response was greater than we had anticipated. The development of AECT regional leadership conferences seems a positive move towards conserving travel time and dollar expenditures while reaping the far great advantages of expanded open participation and regional development. Should AECT place a greater emphasis on these regional meetings and give more financial support to them?
B. We have, within our field, members who are "thinkers" and "reflectors". We have persons who are slow to accept and implement innovation. We have people who are proactive. The question is then how can we effectively implement a systematic plan designed to enlist the multiple strengths of all media people to enhance and promote Instructional Technology?
C. With the rise of teacher militancy and the great "unionism" of teachers and teacher negotiations, how should we view our roles as media specialists? Are we management or labor? What effect will these trends have on media programs, particularly at the building level where a media person is often considered both a teacher and management? What should our input be to teacher negotiations?
D. Often state affiliates appear to be working in isolation. There are no firm channels of communication between AECT state affiliates. Would it be feasible to adopt a set of procedures for the establishment of such a communications network?

13. SUSAN HEAROLD (Utah)

The change in conference topics from 1973 to 1974 seems to be a change in words only. For certainly the future direction and potential of Instructional Technology in 1973, as it parallels the goal for increased quantity and quality of learning, underlies the issues and concerns of Instructional Technology in 1974. Since I doubt if the concerns expressed by the 1973 delegates were resolved, those issues remain worthy of further dialogue.

Perhaps before we direct our energies to specific scientific concerns, we should consider some questions of educational philosophy. Since the Sophist legacy of techne, or technology, is our modern endeavor to reconcile the humanities and science, our answers might define the parameters of our conference discussions:

A. What should be taught, and its complement, what shouldn't be taught?
B. Where should formal education take place?
C. Should educational procedures be internship, tutorial, self-instruction or group activity?
D. Should we formalize education for the six-month old child or the sixty-year old man?

Consideration of these questions along with a sharing of ideas on what Instructional Technology has contributed to date our understanding of and influence on the learning process would help to clarify what meaning Instructional Technology has for each of the participants. This could be a backdrop for a discussion of the problems and potential for Instructional Technology in the future.

In particular, the following topics are of interest:

A. What unique contribution does any particular media hardware lend to instruction or research on learning; i.e., does the computer have more potential as a research tool than as a cost-effective instructional tool?
B. Learner control over strategy and presentation mode of content.
C. Hardware, software and courseware of tomorrow.
D. Accountability of technology.
E. Communication between and within specialities.

14. HAROLD E. HILL (Colorado)

The theme is so broad for this year's conference, that I presume one could put down almost anything and still stay within the parameters of the theme. However, since my primary concerns deal with leadership development and with the role of the AECT in this whole business of "Instructional Technology, I'll restrict myself to those two.

I. Leadership Development
   A. How do we discover, nurture, and develop potential leaders?
   B. Once discovered, how do we develop a viable program of training/education?
   C. How do we improve upon the present abilities and skills of those who are emerging as apparent leaders?
   D. What should be the role of AECT in the leadership development process?
   E. How should the overall task be divided so far as national, regional, and state approaches are concerned? Is the objective any different at the various levels? Do these various levels require different skills and attributes, or are they similar but with different applications?
   F. How do we recognize potential leadership ability? Once recognized, what process or processes should be undertaken to insure development?

II. AECT
   A. What is, or should be, the role of the AECT in the field of instructional technology--should it be very broad-based or more narrowly defined and directed?
   B. How do we assure that the Association serves the needs of the membership as the latter sees those needs? How do we make it more "sensitive?"
   C. How can the AECT serve in a leadership role in the development of new techniques and applications?

In brief, the above sums up my major concerns--of course, there are refinements and enlargements of each of the points, but this should serve as a starter.

15. HARRY M. HILL (Pennsylvania)

Our prime goal in education should be the development of competent students, competent in all respects, physical and psychological as well as intellectual. It is not enough to concern ourselves solely with a student's gain in knowledge; his development as a person must share our attention. The critical problems of our times are, at the core, not knowledge but value problems. Thus instructional technology objectives must reflect the many-sided educational needs of the students.

My concerns are how can instructional technology meet the following student objectives:

1. Students should be able to demonstrate competence in basic skills.
2. Students should be able to apply skills and knowledge to different situations.
3. Students should be able to identify, evaluate, and accept, realistically their own individual attributes as a person.
4. Students should be able to assume responsibility for their own self-development.
5. Students should enjoy learning.
6. Students should be able to self-initiate and self-direct their own learning.
7. Students should be able to identify the ways by which they learn best and use these methods in their own learning.
8. Students should engage in activities that foster the maintenance and improvement of their own physical and mental fitness.
9. Students should be able to demonstrate humaneness in interpersonal relationships.
10. Students should engage in activities which stress service to others.
11. Students should be able to demonstrate competence in the skills of career decision-making.
12. Students should be able to achieve self-fulfillment through both vocational and avocational activities.

16. RICHARD HUBBARD (New York)

The conference theme "Instructional Technology - Issues and Concerns" could and should cover a great number of topics. Items such as certification, accreditation, and standards have come up repeatedly and there are several documents listing competencies, guidelines for training programs, and elements of media programs (building, district, regional, and state). However, the main chore remains to be accomplished, implementation. The questions remain--how to get general support from everyone outside our field, understanding from other educators, and commitment from administrators and school boards who determine program and budgets? To paraphrase the words of Don Ely from last year's conference, "now is the time for an age of proactivism". How can we start this movement and keep it going in a desired direction?

The author of Future Shock, Alvin Toffler, has written recently Learning for Tomorrow: Role of the Future in Education, which condemns schools for not educating for the future. We need to take a serious and profound look at instructional technology and analyze its impact on the future society. Technology is not only the way of changing the present, it is the future! Will the factor of humanism be lost in looking to the future?

Due to crunches, emerging priorities, and the implementation of modes of educational accountability, we need to assess the status of instructional technology, its goals and objectives, and methods of evaluating its effectiveness. In short, how do we get the best and the most out of the educational dollar, especially related to technological developments and applications in learning/teaching?

Leadership in the field is needed--young, energetic, knowledgeable, humanistic, and creative persons. This means early identification, appropriate programs for developing leaders, and an on-going plan for growing in leading qualities and processes. Why don't we do more in defining leadership in our field and expand it to an international scope?

17. DON R. HUDDLESTON (Hawaii)

The following views and concerns are forwarded for possible consideration by the 1974 Okoboji Conference:

A. Advance the view that the media specialists are no longer AV Specialists.
B. Facilitate broader membership of local affiliates into other disciplines.
C. Explore mechanisms by which local members may be stimulated into more interest in national activities.
D. Develop theme of media and communication skills. Possibly basic communication is taken too much for granted inasmuch as the initial cry of the newborn child is an attempt to express himself.
E. Perhaps my most sincere concern relates to developing a term by which the media specialist may be identified. One which will identify a learning resource person, not an equipment operator, carrier or newspaper writer. The field is sufficiently refined at this time to validate a term such as "learning facilitator."

18. ROBERT L. IRVINE (Washington)

For over two decades those of us dedicated to the application of technology to improve learning have seen extensive amounts of capital invested in the production of new media. However, the evidence that has been accumulated indicates that much of this effort has had little effect on the learner. While the application of technology in the classroom can improve learning, many schools have not even attempted to use the new innovations. Everett M. Rogers has defined an innovation as an idea, practice, or object perceived as new by an individual. It is rather demoralizing to realize that few problems are perceived to need a revised design of curricular materials.

At this point in time some speculation may be in order as to how we may develop a defendable rationale for increasing the acceptance and effective use of technology in education.

Specific activities which deserve special attention include:

A. A budget analysis system for learning resource centers providing a support level tailored to the program.
B. A procedure for examining the changing roles of teachers when media becomes an integral part of instruction.
C. Cooperative plans for sharing of skilled and specialized personnel including a serious look at our professional organizations.
D. Guidelines for a more coordinated effort in educational research.
E. A clear and concise statement of definition for the field of Instructional Technology.

19. JO ANN KREKEL (Missouri)

I. Copyright
   A. Implications for the classroom
   B. Implications for "in-house" production
      1. Teacher's rights
      2. School's rights

II. Instructional Media Centers
   A. Public schools - organizational structure
      1. Regional control
      2. District control
   B. Higher education - organizational structure
   C. Economic or esthic? Value of incorporating print/non-print materials

III. TV Courses
   A. When to sponsor
   B. When to produce
   C. Internal instructional usage or public

IV. Audio-tutorial laboratories
   A. Centralized direction
   B. Discipline direction - under supervision of instructors involved
   C. Tracking or discipline centered remediation for students

20. RICHARD LAMBERSKI (Pennsylvania)

I. The current issues
   A. What role should instructional technology play in the solution of social ills?
      1. Alcohol and drug addiction
      2. Environment, ecology, and the energy crises
      3. Human relations and interpersonal relations
      4. Minority groups
      5. Increasing intergroup tensions
   B. What role should instructional technology play in the solution of educational ills?
      1. Guidance and career education
      2. Reading and visual literacy skills
      3. Rural versus metropolitan education
      4. Special curriculums
         a. Black studies
         b. Metric system
         c. Individualized instruction
         d. Open versus traditional classrooms
         e. Creativity curriculums
      5. Special groups
         a. Minority students
         b. Exceptional students
         c. Disadvantaged students
   C. What curriculum changes must be made in colleges/universities in light of the criterion market of 1980?
      1. Definition of today's needs and responsibilities (goals, competencies, objectives)
      2. Definition of tomorrow's needs and responsibilities (goals, competencies, objectives)
      3. What are the differences of today's needs and responsibilities from tomorrow's?
      4. What curriculum change must be implemented?
         a. What are the alternatives?
            (1) External degree
            (2) Competency based instruction
            (3) Internships or residency requirements
         b. What are the change elements for curriculum innovation?
         c. What training is there for innovation or leadership?

II. The future concerns
   A. How do we increase the productivity of media research?
      1. What may we learn from the past?
      2. What are the present trends in research?
      3. What future directions may be stated?
   B. How do we increase the productivity of instruction?
      1. What were past methods?
      2. What are the present trends in instruction?
      3. What future directions may be stated?
   C. What will be the economic and political trends governing instructional technology?
   D. What is and will be professionalism and ethics in instructional technology?
      1. What is professionalism?
      2. What are our ethics?
      3. What is media accountability?
      4. What are the rights of personal privacy?
      5. What is the individual's responsibility in copyrighted material?

21. VIRGINIA LAMBERT (Michigan)

I. We are losing our creditability with the public because Educators have been jumping headlong into "New" programs without proper research. When you are dealing with the lives of children you can't afford to ride the pendulum.

II. We are still talking about overpopulation when this country is at "ZERO" population growth.
   A. What are the effects of "ZERO" population growth on overbuilt and over-staffed education systems in this country?
   B. Japan has experienced "ZERO" population growth. Can we learn from their experince?

III. Too many Instructional Technologists are still talking about "selling" our programs.
   A. Have we dismissed accountability as not applicable to our area?
   B. Is it not possible to prove that our methods can be effective?

IV. Instructional Technologists by nature are systems oriented and futuristic.
   A. Why have we not been leaders in the use of new management techniques? (e.g., MBO, PPBS)

V. The FCC Cable TV guidelines provide channel allocations to Education but do not mandate involvement in developing the franchise provisions.
   A. Must we accept the "Poor relation" status the FCC has given us?
   B. What are the alternatives?

22. JEANNINE LAUGHLIN (Mississippi)

My concerns manifest themselves in relationship to three groups of people-administrators, classroom teachers and media specialists.

I. Administrators
   A. Their understanding of instructional technology.
   B. Its relationship or integration into the systems approach to education.
   C. Its possibilities for implementing better teaching by teachers and more learning by students.

II. Classroom teachers
   A. Their enthusiasm for instructional media.
   B. Their knowledge of how certain materials can help them do a better job in the classroom to meet individual needs.
   C. Their understanding of the part that media plays in the system of education.

III. Media specialists
   A. How they can change a passive role in the educational process to an active one.
   B. What they can do as a part of the whole system within a specific school.
   C. Their responsibility to students and teachers in the individualization of instruction.
   D. Their responsibility not only to know about media, but also what it can be expected to accomplish in the educational process.

23. JAMES R. LAWSON (California)

My concern relates to morality as a dimension of professional leadership.

I will not attempt to define leadership but will look at some of its dimensions with a focus on the undiscovered or perhaps long forgotten dimensions of morality; that is, personal and collective principles of conduct particularly as they relate to professional leadership.

The literature is replete with ubiquitious scientific observations, descriptions, and analyses of the many dimensions, functions, attributes, characteristics, and interactions of leadership, and I would like to list a few points listed in the literature and some observations.

Point 1: The literature relates two main classifications of leadership functions: those that achieve group goals and those that maintain and strengthen the group itself. More specifically, leadership functions to achieve group goals by helping to set those goals, by developing the processes by which those goals can be reached, and by providing the necessary resources to reach them; and, leadership functions to maintain and strengthen the group itself by improving the stability of the group and insuring satisfaction of the individual members.

Point 2: Leadership is viewed in the literature as being dependent upon followership and is described as taking place through interaction within a social system or group context.

Point 3: The notion of influence is pervasive throughout leadership literature. Whether leadership is defined or described as a behavior, a skill, a process, an ability, an act, or a science, the concept of influence is implicitly or explicitly stated. While influence and leadership are never equated, per se, the capacity to produce effects on others is presumed.

Point 4: I have discovered no "Moral Approach" to the study of leadership as opposed to the "Great Man Approach", the "Trait Approach", the "Behavioral Approach", the "Situational Approach", or the "Transitional Approach." It appears that leadership researchers have overlooked or neglected to treat the subject of morality in their study of leadership. Perhaps they fears losing their scientific objectivity, perhaps they felt morality did not lie in their domain, or perhaps they felt that the dimension of morality is inconsequential to the leadership phenomenon.

My concern is that the literature which so powerfully influences existing leaders and the development of potential leaders does not identify, describe, and analyze what appears to be one of the most powerful dimensions of the leadership concept; that of morality. While the scientist may have to consider the concept, "leadership", as amoral; the professional practitioner in a democratic society can not. The implications are clear that leadership is concerned with human beings and human performance in a human context, and behavior that produces effects on others must carry with it an awesome and mandatory moral responsibility and obligation. I think we need to ask ourselves some questions.

1. Is morality a dimension of leadership? A major function?

2. How does morality relate to the two main classifications of leadership functions identified in the literature, i. e. that of achieving group goals and that of strengthening the group itself? Is morality a third main classification of leadership functions? Is morality a cohesive force or bond in which all dimensions of leadership cohere?

3. If leadership is a function of administration and morality is a function of leadership what are their relationships? Interfaces? Consequences?

4. What are the moral implications to administrators in the statement made by Getzels (1973, p. 16); "... that leadership is dependent upon followership, and that the followership determining the leadership is a function of cooperation and mutuality with the leader rather than forcible domination and coercian by the leader."?

5. What relationships exist between moral leadership on the one hand and the concerns and controversies between technology and man's humanity on the other?

6. Are there relationships between individual values, moral leadership, personal and professional relevance?

7. What is the relationship between moral leadership and the morality of followership?

8. If a group has no morality except that given it by the principled behaviors and actions of its collective membership, what implications would this have for current leadership?

There are many more that need to be asked, but who will ask them?

The media field may be presumed to be a moral social system and the professional educator a moral individual by the sheer nature of their image to public service, yet, personal and professional moral standards, principles, and criteria can not be obviated to a class of "givens." It would appear to this observer that moral concerns are highly significant to the professional and the profession alike for individual and collective morality both affect leadership behavior and describe a powerful function of leadership.

SHOULD WE NOT TALK ABOUT THIS?

Getzels, J. W. Theory and research on leadership: Some comments and some alternatives. In L. L. Cunningham & W. J. Gephart (Eds.), Leadership the science and the art today. Itasca, Ill.: F. E. Peacock, 1973.

24. RALPH H. LEWIS (Virginia)

Should we be concerned that we still have many of the concerns that we had ten to fifteen years ago? Is the leadership from local school divisions, State Department of Education, State colleges and universities and professional organizations as effective as it should be?

I. Local School Divisions

A. How is audiovisual media sold to school administrators as a positive force for the improvement of the educational process?
B. Why are media administrators often not recognized in the higher administrative structure of local school divisions?
C. What means are used to get a high priority for improved media financing in existing and new facilities?
D. Has research and experience proven that each state and each local school division should plan comprehensive educational television systems?
E. How are certain good instructional materials made available for educational television without causing adverse effects on the educational motion picture industry?
F. Should more school personnel be involved in leadership training?
G. What services should be offered by division-wide media centers to local schools?
H. Should local school divisions be allowed to revert buildings that were provided by Federal funds for media centers back to office space after the projects expire?

II. State Department of Education

A. What is the nature, scope and type of leadership that should be expected from State Departments of Education?
B. What services should be offered to local school divisions to promote the development and continuation of media programs?
C. What is the role of the State Department of Education in the evaluating and promoting of new technology, i.e., Satellites, computers and other emerging positive forces for change?
D. What strategies should be developed to prepare for the educational technology of the future?
E. Should State Department of Education mandate standards for audiovisual materials and equipment?

III. Colleges and Universities

A. How should colleges and universities be involved in the development and promotion of media programs in local school divisions?
B. Why have changes not been made in the programs of studies of many teacher training institutions to train personnel with total media skills?
C. Why do some colleges and universities not have an organized media department to serve the needs of the faculty and students?

IV. Professional Organizations
- A. What should the future hold for professional organizations?
- B. What role should professional organizations play in the improvement of instruction and learning?
- C. What are the best methods to be used in the bringing about of unification?
- D. How is an organization structured for complete unification of all personnel involved in media and media education in local schools, division-wide and college?
- E. How can State media associations become more active in lobbying for legislation in media?

25. RON McBEATH (California)

I. One major concern is that as a field we will become so involved in our role in improving delivery systems that we will overlook our more general role of contributing toward improving education in a man-machine system world.

II. That we may become too involved in meeting the short-term demands and overlook the importance of long-range planning and development.

III. That the Division approach of ABCT will fragment the field unless further unifying contingencies are developed.

IV. That we will become guardians and housekeepers rather than venturing into design and development activities in Audiovisual Services within higher education.

V. That our thinking will stagnate in a closed system approach with concerns revolving around delivery systems as ends instead of means to broader goals.

VI. That to keep man in the center we should spend more energy on examining the changing roles of teachers when media are used as an integral part of instruction, and more time in assisting faculty to fill their changing roles.

VII. That insufficient time and energy is spent in developing effective ways of using media to instruct students within our own field.

VIII. That we will overlook the dilemma of wishful thinking politicians who contend that completely new approaches to education can be legislated without developing sufficient support systems.

IX. That we will not influence the producers of competency-based modules sufficiently to have them mediated, and that the verbalism problem will get worse.

X. That the computer will replace the instructor as the "authority figure" in the schools of tomorrow and the dependency syndrome will be reinforced.

XI. That the need to teach basic skills to increasing numbers of students and librarians will reduce the thrust toward new frontiers in the changing world.

XII. That we will overlook the fact that the nature of change involves "kind as well as degree."

XIII. That we need to expand our endeavors to (a) maintain quality control at all levels, and (b) avoid seeing our field in a static way.

26. WESLEY Mc JULIEN (Louisiana)

There are many issues and concerns which face the field of instructional technology which have direct implications on its future.

It appears that at the root of these issues and concerns exists a general lack of commitment to the need for (a) understanding the psychological factors involved in communication and learning, (b) making media available to teachers and learners, (c) developing more teacher competency in the effective utilization of media, and (d) providing more massive validated instructional materials with emphasis on instructional development.

Although these are fundamental it is thought that if such commitments are made we may be able to move toward preserving the authenticity of the field.

Accepting the notion that the aforementioned items are evident in the instructional technology field, then the most important yet most difficult issues and concerns to define in the technology equation becomes:

- A. What is the role of the Instructional Technologist? Is he a "hardware" or "software" specialist or is he an instructional design specialist?
- B. Where do we fit with the (1) curriculum specialists, (2) educational psychologists, (3) evaluation specialist, and (4) behavior modification specialists.

C. What is the future of technology to (1) teacher, (2) society, and (3) education?
D. What are the commitments of instructional technology and communications systems in general to society and education?

Issues and concerns such as these presented here must be considered and combined to create a setting for inquiring and re-evaluation in instructional technology.

27. RUTH C. McMARTIN (North Dakota)

In order to put the subject of these notes into perspective, it seems appropriate to state that I am concerned for the future of education and therefore I am concerned about the role of instructional technology as one facet of that future. Learning is the concern of educators; instructional technology is an aid to learning.

We have a responsibility to identify the role of the media center and its staff. I have noted in past AECT conferences discussions of population, environment, armament - all timely social concerns. As members of a group media personnel have a part in decisions about social problems. But groups of people acting as curriculum designers should include not only instructional technologists but other administrators, teachers, media personnel at the building level, and most probably parents in an advisory capacity. Media people have a double role to play: (1) they must provide as complete and unbiased information in many formats about population, environment and other subjects as resources allow, and (2) they must participate in the team deliberations. I submit that the importance of the first named role is basic and has been too little emphasized in instructional technology. To provide information is not the only function of media personnel, but it is an important function. It is carried out with varying degrees of success; in many media centers effective evaluation of materials for specific purposes is not the rule but the exception. We could well consider the problem of materials evaluation.

As implied in the paragraph above, the role of the instructional technologist must be identified. Is he a manager of instruction, a purveyor of information, or a participant with teachers, administrators and others in planning for learning? Once the role has been identified, training for it can be considered. What courses and practical experiences will provide the necessary base for innovative and imaginative performance? Training has implications for certification and accrediting agencies. State certification varies widely; uniformity is a distant goal, but we might provide a model for states seeking to update their requirements from library to media.

The desire to use instructional technology well (i. e., because it is the best at the time for the student, never for its own sake) should be developed in teachers. Administrators must be informed and educated concerning instructional technology so that they will support funding for equipment and materials. Instructional technologists have a public relations job of major proportions to achieve visibility before teachers and administrators.

It seems to be important that we continue to address ourselves to the integration of library and instructional technology. Many states have integrated print and non-print media into a unified philosophy. The soon-to-be-released publication, Media Program: District and School, from AECT and AASL, is an evidence of joint library/technology response at the national level to a school media need.

28. BOB W. MILLER (Texas)

I. That too many senior colleges and universities see instructional technology and media as secondary importance, and do not see this relationship in its proper perspective when applying multi-media to the instructional program.
II. That too many educational institutions have not designed an instructional development flow chart. In addition, these institutions have not clearly defined such roles as

A. The educational facilitator
B. The educational designer
C. The educational evaluator
D. The faculty member, and
E. Various administrative positions related to the entire process.

III. That legislative emphasis for Educational and Instructional Technology have not been given enough concern at the local, state, and national levels. (This is a special concern of mine since I am National AECT Legislative Chairman.)

IV. That certification and performance based standards have not been developed in each state and nation for personnel in instructional technology.

V. That AECT and State instructional technology professional organizations have not worked more closely in achieving educational goals and objectives.

VI. That educational institutions and professional organizations have not become objective oriented in such areas as:

A. Long-range planning
B. Short-range planning
C. Institutional goals

D. Instructional technology goals
E. Student goal setting
F. Individual faculty goal setting

VII. That educational technology staff members have not concentrated more fully in the areas of:
A. Rewards for faculty and students
B. Humanizations for students
C. Self-concept factors for students

29. BETTY MORIARITY (Iowa)

My view of what should constitute the issues and concerns of Instructional Technology today is derived from a life style consisting of several concurrent roles: wife, mother, graduate student in Educational Media, and Director of Audiovisual Services in a junior college. It seems to me the central issue is what the instructional technologist can do to develop the human potential and contribute to the total of a person's life, (whether that person be a man, woman, or child), in this era of technological advances.

These areas of concern are:

I. Instructional Technology and Multi-Media Libraries
A. The library as a community agency providing a record of man's cumulated knowledge and ensuring this record is communicated to each individual.
B. The library as a comprehensive resource center designed to promote learning by making materials and services, print and non-print, available to the user.
C. Standardized procedures for organizing and integrating non-print media, equipment, and related services into existing book collections of prime concern.
D. Human resources necessary to work with the individual, move the information to him or her, and provide for more self-directed learning, independent study, and individualized instruction.

II. The Instructional Technologist in the Field of Adult and Continuing Education
A. What is our role in meeting the educational needs of the adult learner along such designs as special interest workshops, independent study, degree completion and "retooling"?
B. Who will do the planning and producing of software that will meet the criteria for stimulating adult interest in relationship to his experience, intellectual challenge, curiosity satisfaction, credibility, imagination appeal, human appeal, and sensory appeal?
C. What are the demands made of us by an ever-increasing population seeking new fields of employment, specialized skills, creative expression, and meaningful use of longer hours of leisure?
D. What should be our contribution to the developmental education of minorities such as ethnic groups and women?

III. Cable Television and the Instructional Technologist
A. How do we become involved in this newest level of communication service for the community?
B. What is its potential for influencing the social, economical, educational, and cultural life of the individual?
C. What are our responsibilities for resourceful and imaginative programming?

IV. Human "Concerns" in a Global Environment
A. Family life: its quality and "human" characteristics.
B. The Education Continuim: pre-school through retirement years.
C. World ecology and the individual.

30. TILLMAN J. RAGAN (Oklahoma)

I. The Status of Theory in I. T.
A. Theory base of research: we know some of our work is theory-based and some of it isn't. What should we be doing in this regard?
B. Theory base of instructional development.
1. As an approach.
2. For specific projects.
C. Instructional Theory
1. What is the status of instructional theory?
2. How does it relate to I. T. concerns?
D. Communication of what we do and don't have in theory to:
1. Students
2. Practitioners
3. Colleagues in related fields (from which often our theory comes)
a. Disciplines outside Education.
b. Other Education profession areas.
(1) Adminstrators
(2) Curriculum specialists
(3) Reading, guidance, special ed., etc.
E. How might the following positions with regard to theory overlay both the mainstreams of thought in the I. T. area generally and the more specific dimensions illustrated above (research, instructional development, teaching)?

1. atheoretical
2. antitheoretical
3. eclectic
4. grounded in one theoretically sound area
5. grounded in a number of sound areas
6. grounded in one weak area
7. grounded in a number of weak areas or a mixture
8. so diverse in activity and application that the question is irrelevant?
   a. if so, then is I. T. an "area" or legitimate field of study?
   b. if not, what is being done, or should be done?

31. PAULINE RANKIN (Arkansas)

I. The use of media in teacher education programs is somewhat less than desirable.
   A. Many professors who are teaching in teacher education institutions demonstrate a lack of knowledge, or apathy, concerning utilization of media.
   B. After all the surveys and recommendations regarding certification standards, far too many states fail to require an educational media course for teachers to be certified.

II. The relationship of instructional technologists to other educators parallels a pending divorce situation rather than marital bliss.
   A. Instructional technologists are a "brainy" group of people, but they must work compatibly with others in the educational community instead of setting themselves apart.
   B. Okoboji conferences, to name one source, have emphasized interpersonal skills and group interaction for years; yet, when an instructional technologist talks to elementary teachers, for example, often he fails to relate to their real problems. They need to know how to utilize effectively an overhead projector; the technologist is so busy talking about dial access, computer terminals, inputs, and processing that the teachers discard what he is telling them. A person in the field of IT had better decide to identify the need and carry his followers to its solution. We are failing to recognize that the forest is composed of individual trees.

32. LESTER SATTERTHWAITE (Arizona) - See pages 144-145

33. WILLIS SCADDEN (Wisconsin)

I. Instructional Technology - Personnel - Public School
   A. Will the library and audiovisual join forces?
   B. Will instructional technology continue to be a service to educators?
   C. What will be the role of the state departments of educational media support (Federal, State, Local)?
   D. What will be the certification of Tomorrow's Instructional Technology personnel?
   E. What will Tomorrow's Instructional Technology play in the public schools?
   F. What role will the instructional technology personnel play in tomorrow's instruction or curriculum?
   G. What "image" are we now pushing toward and trying to project?

II. Instructional Technology Future Usage
   A. What research is there in study now that could be feasible for tomorrow's education - 20 years, 40 years?
   B. Are we aware of what is possible now in instructional technology?
   C. Is equipment being produced faster than teachers can learn about it?

III. Instructional Technology In-Service
   A. Equipment should be used as an aid to education.
   B. Teachers and Administrators be educated for Tomorrow's Instructional Technology for education.
   C. Schools oriented on the instructional technology for individual basis.
   D. In-service of education of instructional technology making a lesson more effective.
   E. Successful in-service programs for teachers and administrators of instructional technology.

IV. Instructional Technology for Television
   A. Tomorrow's education in the home via TV (cable).
   B. Community TV programs (social service).
   C. Tomorrow's education on cable, computers, teletype, etc.
   D. Tomorrow's retriever system on cable.
   E. What is the tomorrow classroom, library, home going to be like with cable education?

34. WILLIAM D. SCHMIDT (Washington)

I. Terminology
   A. From audiovisual to instructional media or instructional technology or educational communications or media technology or - - - -
   B. People outside our field are confused about what all these and other terms mean and are unsure of what we really do.

II. Media and the Student

It has been said that the present student generation is the most visually oriented and visually sophisticated generation in the evolution of the human race. Are media specialists recognizing this and preparing appropriate programs/services/facilities for students?

A. Student use of media.
B. Student production programs and possibilities
C. New curricular developments.
D. Visual/communication literacy.

III. Media & the Budget Crisis in Higher Education
A. What can media specialists do to help colleges deal with tighter budgets and declining enrollments?
B. How do media programs survive and grow in difficult times like the present period?

IV. Library--Audiovisual Integration Problems
A. Administrative.
B. Budget.
C. Philosophical differences.
D. Communication.

V. Media Design
A. Definition.
B. Basic Fundamentals and Processes
C. New approaches.

VI. Training of Media Specialists.
A. New approaches.
B. Areas of greatest need.
C. Job market situation.

VII. What About Raymond Wyman's Editorial in AVI (April, 1974): "The Unmet Promise of Telecommunications"?

35. MICHAEL R. SIMONSON (Iowa)

I. Youthful vigor should be an ageless commodity. One indication of this vigor in a profession is the presence of individuals and groups brash and free-thinking enough to perceive themselves as equal to any problem. Concerns of Educational Technology, for the sake of simplicity, can be categorized into two areas: professional and technological. These areas should, in varying degrees, be of prime importance to the vigorous individuals who call themselves Educational Technologists.

II. Professional Concerns. (Those dealing with the persons, places and things that cause problems.)
A. Public Relations. The subject of previous Okoboji group study, it is woefully obvious that the Educational Technologist and Educational Technology do not possess the public support needed to allow for the efficient alleviation of other concerns.
B. Accreditation. Until some specific requirements for technological facilities and materials are recommended and enforced, there will be hit-and-miss utilization of concepts "proven" to be beneficial to learning.
C. Certification. Personnel do make the program. Humanism works in more than one direction, thus, the correctly trained media specialist is an important concern for the profession. Specific guidelines must be recommended, and enforced, for training of personnel.
D. Finances. Dollars are important, and considerable study to assist in fiscal policy making is needed, but alternatives to increased funding must be evaluated.
E. Consolidation. Similar groups may solve similar problems more efficiently when working together. However, under no circumstances should a vigorous organization consider diluting itself by combining with a group that has lost its vigor or that has stagnated, even if short-term gains seem high.

III. Technological Concerns. (Those dealing with the philosophical and technological problems.)
A. Research. A theoretical framework must be established. More and better research attempted, reported and employed should be the concern of the vigorous professional. Also, an in-house consolidation of what research tells us must be completed--immediately.
B. Standardization. If our efforts are to be meaningful, they must not be duplicated or conflicting. An efficient, flexible-yet-firm, policy of standardization needs to be developed.
C. Types. What technological advancements should concern the Educational Technologist? Some professional guidelines need to be studied and implemented to focus our efforts on what types of technological advancements are important. We cannot embrace all of technology as some would suggest or imply.
D. Instructional or Educational--More Than Semantics. Who determined that "IT" would be the "catch-phrase" of the profession, and why? In a "Statement of Definition" Ely used Educational Technology. It would seem to layman and educator alike that this title is more appropriate.
E. The Future--A Fruitless Worry. The present should be the concern. We must understand what we did yesterday and what we are doing today, and not dilute our vitality by worrying about what may or may not occur tomorrow.

IV. This profession is fortunate to possess a youthful vigor not necessarily common to the field of education. By applying this noteworthy trait to our recognized concerns, we can provide leadership and innovation for our more complacent colleagues.

36. CAROLYN R. SKIDMORE (West Virginia)

Being a public school employee my concerns revolve around the Classroom Teacher, the Building Level Media Professional, the District Level Media Professional and the State Level Media Professional.

I. Instructional Technology - Concerns
   A. Certification of Media Professionals
      1. What direction are we going in?
      2. Should we have unified certification?
      3. Should we have uniform certification across the country?
   B. School Plant Planning
      1. Should there be National Guidelines and/or requirements for Media facilities within the school?
      2. How do we help a State develop regulations for media facilities?
   C. School Media Programs
      1. How to start Media programs in schools and states like West Virginia?
   D. District Level Programs
      1. How do we start District Level Programs in states like West Virginia?
   E. State Level Media Programs
      1. Are there Guidelines for a good State Media Program?
   F. Budget
      1. How can we encourage schools, districts or states to budget for Media?
   G. Teacher Preparation
      1. How do we insure classroom teachers with the knowledge of media utilization, when higher education does not require it or certification does not require it?
   H. Classroom Utilization
      1. What type media can we expect the school level program to incorporate into the classroom?
      2. What type media can we expect the classroom teacher to utilize?
   I. ETV/ITV
      1. Where are we now?
      2. How can we encourage closer cooperation between State Educational Broadcasting Systems and Departments of Education?
   J. Federal Funding
      1. What part will Federal Funding play in the future of Instructional Technology?

II. Instructional Technology - Issues
   A. Instructional Design
      1. Does the future of media fall entirely within the realm of Instructional Design?
      2. What role does Instructional Design play at the school level, district level and state level?
   B. Unification: Library + Audiovisual = Media
      1. Must Librarians and Audiovisual specialists unite?
      2. Must book and non-book collectors be placed together?
      3. Must there be joint certification?
   C. Cart and Book Pushers
      1. Are media professionals still considered cart pushers and book keepers?
      2. What should we do to strive for a new image?
   D. Equipment Operation
      1. Does equipment operation still have to be taught to the modern college students?
   E. ETV/ITV
      1. What role should television play in the classroom?
   F. Media and the Public Library
      1. What should this concept be?
   G. Leadership
      1. Where will we get the new leaders for the field of media?

37. JAMES R. STRASBURG (Wisconsin)

I. General
   A. Copyright - what can be used and saved and what can't.
   B. Validation of locally produced materials.
   C. Funding
      1. Federal
      2. NDEA and ESEA in its new forms
      3. State
      4. Local
   D. Delineation of roles between AV/Library
      1. Integration or non-integration of state affiliations
   E. Cable TV and the public schools
      1. Federal regulations
      2. State regulations
   F. Total commitment to I. T. in education rather than peripheral
   G. Utilizing the creative inquiry approach and I. T.
   H. Trends in media preparation programs

38. JAMES E. THOMPSON (Indiana)

I. How can we increase the importance of released time for qualified media resource specialists in elementary and secondary schools?

II. How do colleges break into the market of placing media graduates into industry?

III. What new techniques (e.g., visual) are being used in evaluation of media?

IV. What type of education will be needed for further media specialists?

V. What future sources of revenue will be available for school media programs?

39. CONNIE TRONE (Colorado)

I. Management
   A. Shared-decision making by all parties involved.
   B. Increased funding for educational technology from federal, state, and local agencies.
   C. Better communication with administration and board members in the needs and purposes of instructional technology as it relates to the learner.
   D. More adequate utilization of the resource person as a vital role in instructional technology.
   E. Need to educate school authorities that the role of the elementary school is increasing as the leader and innovator in instructional technology, and that, therefore, priorities should be met concerning adequate staffing, increased funding, and more effective facilities.
   F. The need to "open up" the school or classroom to include the "outside" world as a source of learning for students.
   G. Improved commitments to the learner in the field of instructional technology.
   H. Development of strategies for "opening minds" among instructional technologists, teachers, and administration.
   I. Provide more flexibility in the training of instructional technologists.
   J. Need to reach a concensus regarding role of the instructional technologist in the learning process.

II. User
   A. More and better communication between the producer and the user, i.e., between the commercial producer and the instructional technologist, between the instructional technologist and the teacher, and between the teacher and the student.
   B. More effective training of teachers in the use of material and the media center through teacher education programs and in-service workshops.
   C. Strategies for developing better use of material and equipment in an open-space and/or open-concept school.
   D. Increased awareness of the purpose of the media center as the "hub of the school".
   E. Strategies for developing more effective use of instructional technology in individualized, continuous progress, instructional programs.
   F. Providing alternative learning methods and experiences for the learner, including the emotionally handicapped, the perceptually handicapped, the "fast" learner.
   G. Better means of motivating the learner to think, to be creative, to use his imagination - an art that seems to be losing ground instead of gaining.
   H. Need to "humanize" instructional technology for the teacher and the learner.
   I. Need to train the learner in how to evaluate his own learning needs.

III. Public School System
   A. The role of the public school system as it relates to staff and students: is it changing? should it change?
   B. Does the structure of the hierarchy in the public school system need revision? If so, how?
   C. How can the home and the public school system better communicate the needs of the student?
   D. Valid instructional programs need to be developed to meet the needs of individual learning styles.
   E. The need to increase the role instructional technology plays in the public school system.
   F. The need to integrate print and non-print programs within the instructional program.
   G. Need to involve instructional technology in the development of curriculum and the planning of the system budget.

40. THOMAS C. WILSON (Florida)

Listed below are a variety of issues and concerns related to the field of instructional technology. These concerns are not new; most of them have had cursory coverage in a variety of publications, but the problem is that few, if any, have been systematically explored. Ironically, in a discipline that constantly speaks of specificity we rarely attempt to formulate concise information relating to our own field.

I. Identify the components that comprise the field of instructional technology.

II. Define the relationship of instructional technologists to:
- A. Teachers
- B. Administrators
- C. School librarians*
- D. Audiovisualists*

*I use these terms advisedly - as far as I can discern, the term media specialist is a misnomer.

III. Develop means of useful communication with:
- A. Teachers
- B. Administrators
- C. School librarians
- D. Audiovisualists
- E. Instructional technologists
- F. Other allied fields, such as educational psychologists

IV. Generate relevant research and use the data, rather than publishing it and forgetting it.
- A. How does learning take place?
- B. Media taxonomy

V. Develop procedures for internal competency based certification of instructional technologists based on:
- A. Degrees
- B. Course work
- C. Field experience

41. RALPH L. WOODEN (North Carolina)

I. Deriving - Guidelines for instructional development
- A. Philosophy
- B. Objectives
- C. Functions
- D. Services
- E. Organizational Model
- F. Implementation
- G. Evaluation

II. In-Service Education
- A. Planning
  1. Committees
  2. Consultants
- B. Development
  1. Determining needs
  2. Participants
  3. Time
  4. Resources
     a. Human
     b. Equipment
  5. Space
  6. Time
  7. Organization
     a. Institute
     b. Workshop
     c. Forum
     d. Panel
     e. Round Table
     f. Seminar
     g. Formal Courses
     h. Internships
     i. Informal Travel

III. Leadership Training
- A. Levels
  1. Local
  2. State
  3. National
- B. Scope
  1. Professional
  2. Para-professional
- C. Kinds
  1. Conferences
  2. Conventions

D. Organization
   1. Theme, purposes and needs
   2. Objectives
   3. Planning Committee
   4. Public
   5. Financial considerations
   6. Space needs
   7. Times
   8. Publicity
   9. Location
   10. Evaluation and feedback
   11. Projections
   12. Upgrading senior personnel, young adults, youth

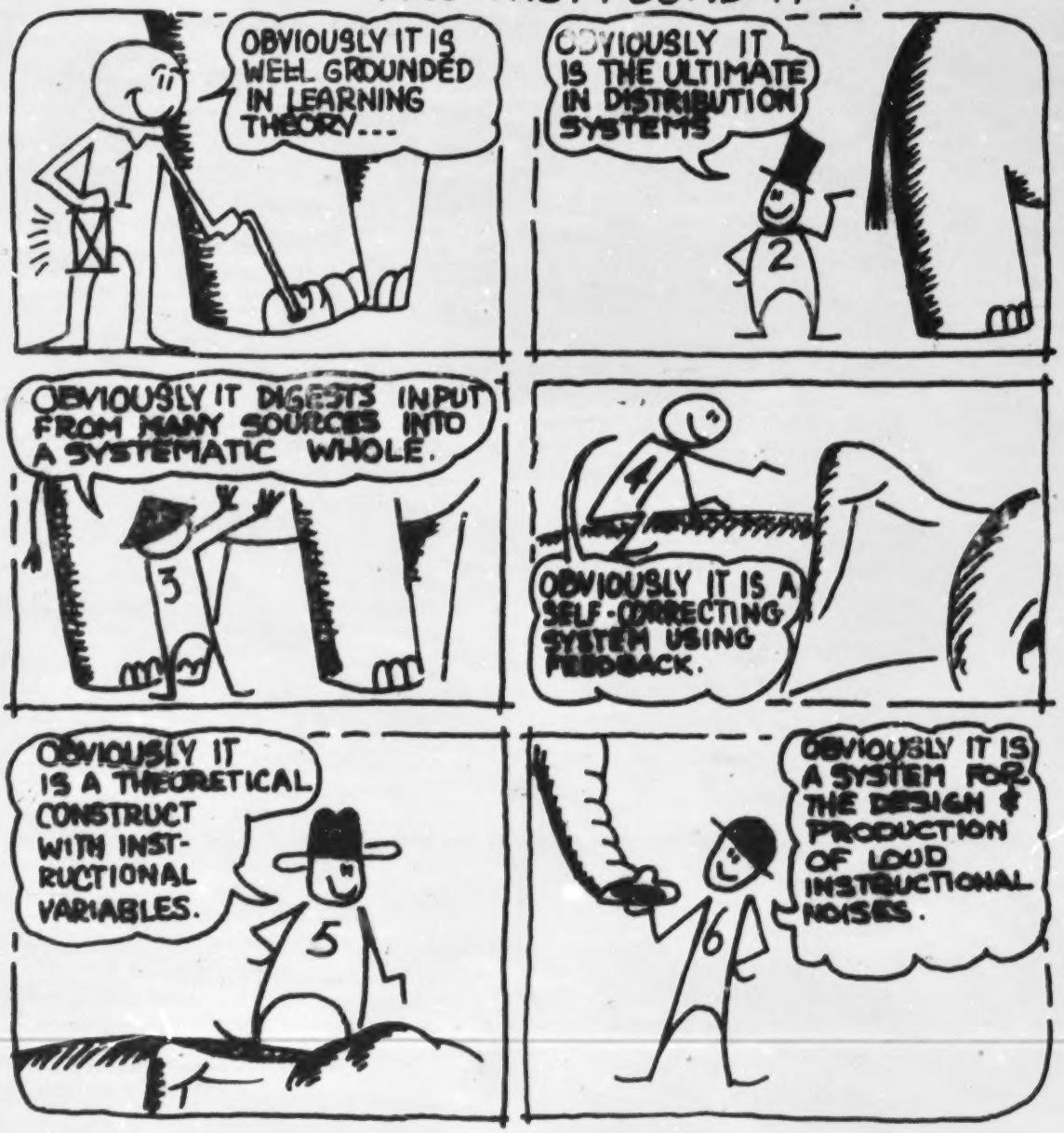
IV. Human Relations
   A. Family
   B. Civic
   C. Professional
   D. Religious
   E. Fraternal
   F. Social
   G. Political

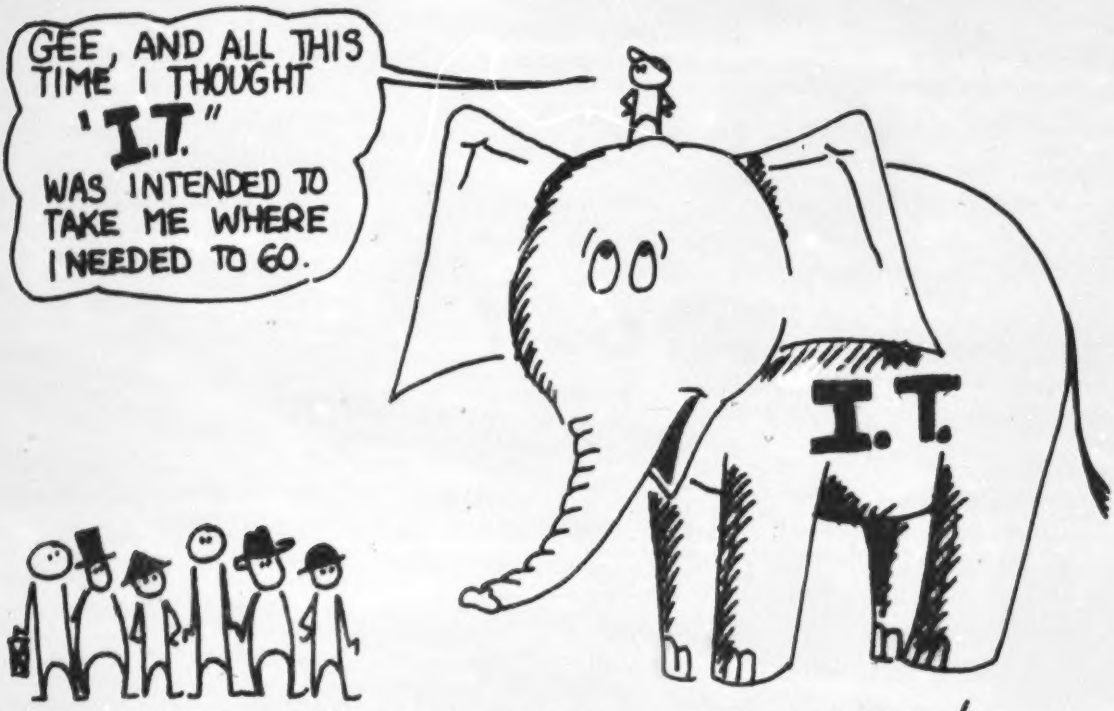
# The Search for IT*!

* INSTRUCTIONAL TECHNOLOGY: ISSUES & CONCERNS...

A group of wise men (and a small child) set out in search of the elusive **IT**!

AND THEY FOUND "IT"!


OBVIOUSLY IT IS WELL GROUNDED IN LEARNING THEORY...
1
OBVIOUSLY IT IS THE ULTIMATE IN DISTRIBUTION SYSTEMS
2
OBVIOUSLY IT DIGESTS INPUT FROM MANY SOURCES INTO A SYSTEMATIC WHOLE.
3
4
OBVIOUSLY IT IS A SELF-CORRECTING SYSTEM USING FEEDBACK.
OBVIOUSLY IT IS A THEORETICAL CONSTRUCT WITH INSTRUCTIONAL VARIABLES.
5
6
OBVIOUSLY IT IS A SYSTEM FOR THE DESIGN & PRODUCTION OF LOUD INSTRUCTIONAL NOISES.




AND A LITTLE CHILD SHALL LEAD THEM!

Perhaps we have become so blinded by our own small parts of "**IT**" that we tend to forget the "big picture". Should we reexamine our basic purpose, TO FACILITATE INSTRUCTION, and recognize that all parts of **I.T.** are necessary to get the learner where he needs to go. To live in the global village of tomorrow will require people with a global viewpoint.